THE Shakerite

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February 13, 1992

Shaker Heights High School
15911 Aldersyde Drive
Shaker Heights, Ohio 44120

PUT ON YOUR DANCING SHOES

FOR THE FIRST TIME IN SEVERAL YEARS, ADMINISTRATORS HAVE ALLOWED AN EVENING STUDENT DANCE IN ADDITION TO PROM AND HOMECOMING

— BY JONAS GREEN —
Staff Reporter

FOR THE FIRST TIME IN THREE years, school administrators have agreed to sanction a nighttime student dance.

OFFICIALS HAVE BEEN RELUCtant to allow student dances other than prom and homecoming due to gang violence at a 1989 Halloween dance.

AT THIS YEAR'S STUDENT COUNcil Valentine Dance, which will be held Saturday from 8 p.m. to midnight, extra security measures will be taken, according to principal Jack Rumbaugh.

IN ADDITION TO NORMAL SCHOOL security, 24 parent chaperones will attend. Tickets will be sold in advance in order to prevent students from other schools from attending.

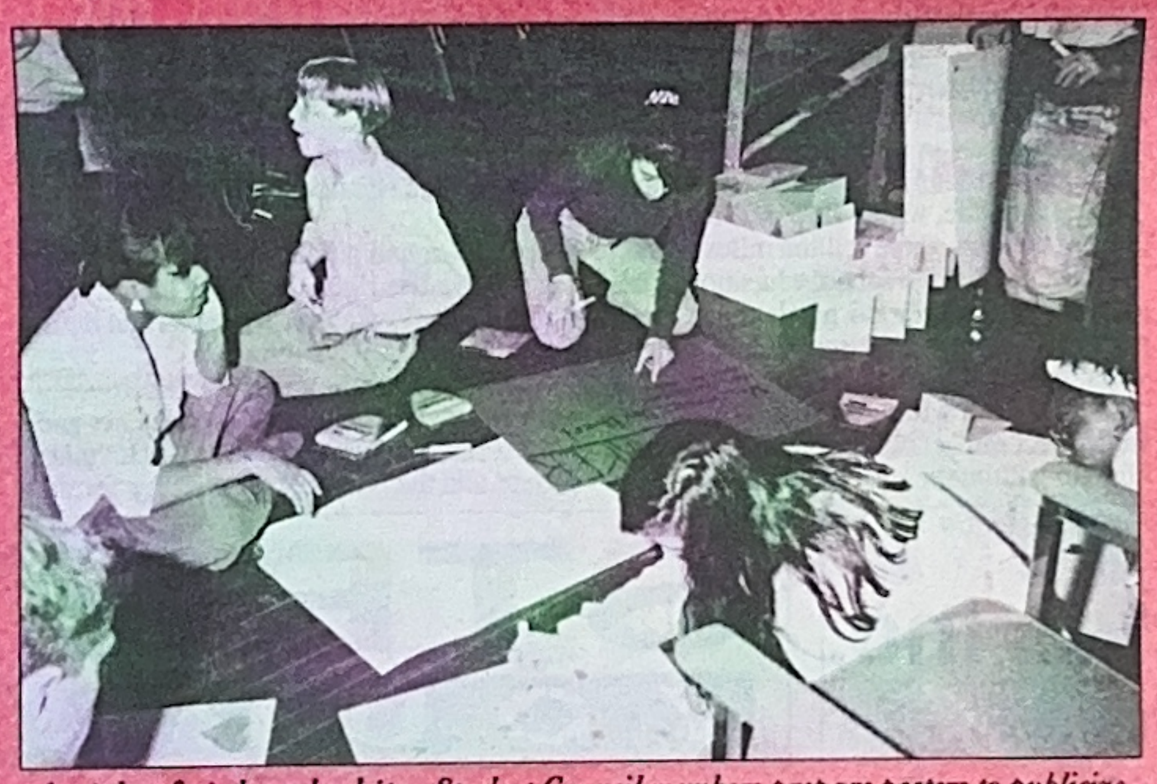
"WE'VE PLANNED FOR THIS event and will have enough people supervising to prevent fighting," Rumbaugh said.

STUDENT COUNCIL MEMBERS have been planning the dance for three weeks. Student Council faculty adviser Kelly Jons says he anticipates 200 students will attend, but hopes that all 500 tickets will be sold.

JUNIOR SUE NAHM, STUDENT COUNCIL VICEpresident, says she hopes the Valentine Dance will be more enjoyable than homecoming.

THIS DANCE WILL BE SEMI-FORMAL, UNLIKE homecoming or prom, and have better publicity, more refreshments and disc jockey Doc Reno of WJMO-FM ("Jammin' 92"), according to Nahm.

MANY STUDENTS SAY THEY WOULD PREFER THE Valentine dance to be formal.



A night of pink and white. Student Council members prepare posters to publicize the Valentine Dance which will be held Feb. 15. *Photo by Josh Harris*

"I LIKE THE IDEA OF HOMECOMING," SENIOR KENYON Ward said. "It's more formal, so it's a better dance; it's more special."

RUMBAUGH SAID HE WAS ALSO OPTIMISTIC.

"I'M VERY HAPPY WITH THE STUDENT COUNCIL's organization of the dance," he said. "They are doing a fine job locating chaperones and they found a good disc jockey."

HOWEVER, SOME STUDENTS FELT THAT ORganization and publicity were poor.

"IT SHOULD HAVE BEEN ANNOUNCED AT LEAST a month ahead of time," junior Natalie Smith said. *"People need more time to get dates."*

SENIOR COURTNEY WHIPPLE disagrees.

"THE CLOSER TO THE DANCE THE announcement is, the better the turnout will be because it's on people's minds," Whipple said.

SENIOR BETSY WERBEL, A STUdent Council member, does not expect the dance to be successful.

"THE DANCES AT SHAKER NEVER work," she said. "People aren't going to want to go the the Valentine Dance. They tend to think a dance is queer, unless it is formal like homecoming."

LAST YEAR'S VALENTINE DANCE was organized by Interact, however according to Interact president Amy Selden, turnout was poor due to the dance's scheduling.

SELDEN SAYS SHE EXPECTS A SIMILAR PROBLEM with this year's dance.

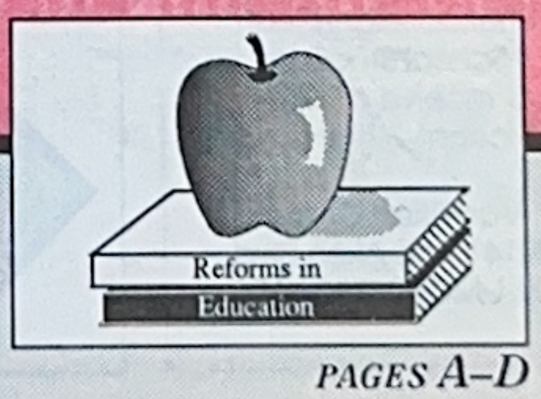
"THE PROBLEM WITH THE DANCE IS THAT some people will be out of town because of the long weekend," she said.

OTHERS STATED THAT THEY DO NOT LIKE THE selection of music played at dances.♥

Inside...

MTV CAPTURES STUDENT OPINIONS FOR NEW PROGRAM, "LIKE WE CARE." *PAGE 3*

RETHINKING EDUCATION: A SPECIAL SUPPLEMENT



PAGES A–D

- BREAKING DOWN BARRIERS: A LOOK AT INTEGRATION *PAGE 8*
- EVENING CUSTODIAN LENDS HELPING HAND *PAGE 12*

Renovated space houses gym, theatre classes

BY JEFF JABLOW
Staff Reporter

The newest renovation to the high school this year is the multi-purpose room, located where the pool used to be. The multi-purpose room received the $201, 250 needed for completion by a bond levy passed in May 1990.

According to gym teacher Stuart Gilbert, the pool was removed because of high maintenance costs andsmall size.

In the afternoons, acting ensemble and theatre classes have access to the new space. Auditions for the ninth grade play were also held there.

"So far I like [the multi-purpose room]. It's bright and clean, and it's good for large movements," theatre department head James Thornton said.

According to Thornton, the room does offer a wide variety of activities for the theatre department, including workshops, play rehearsals, exhibit space and dance classes. Currently, dance classes are held in the multi-purpose room after school on Mondays and Fridays.

However, some problems regarding the multi-purpose room have arisen.

> ***The multi-purpose room is a terrific addition to the facilities we have. It expands the activties we can offer."***
>
> ***-Edward Tekieli***

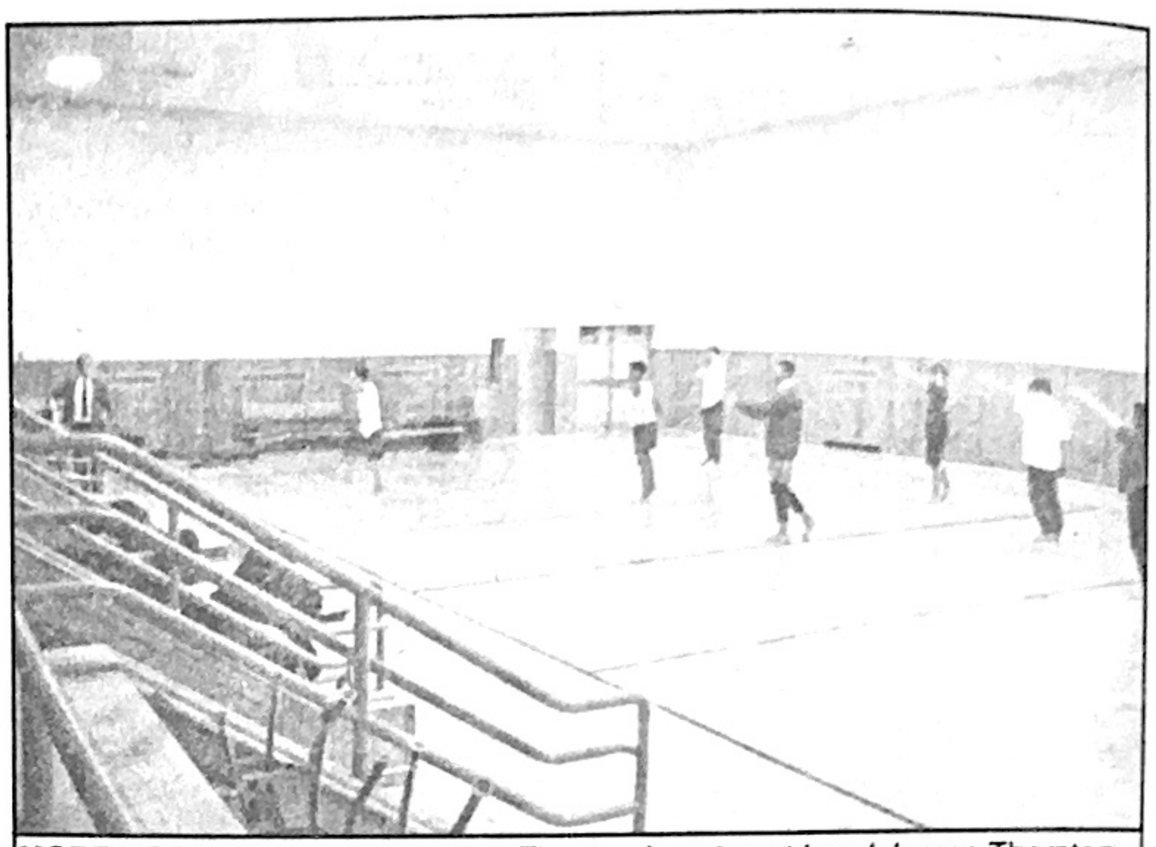
Thornton said that the noise between the two wings disrupts the theatre classes and that the room has no sound system.

"I don't like the new multi-purpose room because the floor is too hard, but there is a lot of space to move around," sophomore ensemble student Betsy Ehlen said.

"The new multi-purpose room is a needed addition to the high school. This is the first time we have had a dedicated class space for the junior and senior ensemble groups," Principal Jack Rumbaugh said.

In the mornings, physical education fitness classes are held in the new multi-purpose room,which has volleyball and badminton courts painted on its wooden floor.

Gilbert said that the girls' volleyball games will still be held in the north gym because the multi-purpose room's ceiling is not high enough. However, the room does give the team a new area to practice in. The physical education fitness classes were formerly held in the wrestling room, which was not big enough. According to Gilbert, there will be a better atmosphere in the physical education program because of the new space.



MORE ROOM FOR EXPRESSION. Theatre department head James Thornton conducts a theatre practice in the newly constructed multi-purpose room. The recent addition will be used by the physical education and theatre departments. It replaces the swimming pool, which was removed due to high costs and lack of size.

Shakerite Photo by Josh Harris

"The multi-purpose room is well-needed space for the physical education program," Gilbert said.

Some gym students agreed.

"I think it was a good idea to have another fitness room for gym students because of the limited space we had in the wrestling room," freshman Andy Kopf said.

According to physical education teacher Edward Tekieli, the only flaw of the new room is the floor, which is too hard for aerobics classes.

"The multi-purpose room is a terrific addition to the facilities we have. It expands the activities we can offer, " Tekieli said.

Bibb shares past, goals, inspirations with students

BY EMILY TROIA
Staff Reporter

Defining goals and working toward dreams was the subject of a speech delivered to students on Feb. 2 by Leon Bibb, Channel 3's 5:30 p.m. news anchorman. The speech was arranged by reading specialist department head Mike Nash through the Paragon Association.

Bibb's lecture emphasized the connection between the importance of working hard now and succeeding later. He described what he labeled as the three main ingredients to prosperity.

"You've got to have the plan, the dream, and mix it with action. Then, you'll get results," Bibb stressed.

Bibb relayed his message through anecdotes.

Bibb used his grandfather's life as an example of the rapidly moving times and scientific advancements. During his grandfather's lifetime technology went "from the first airplane, which flew 120 feet, to a landing on Mars, three million miles away."

Discussing high school education, Bibb told students if they do not learn in these years and in their high school and college years, they will suffer.

"What you will do today and this year, has a direct impact on what happens in your life. Do nothing here, and I guarantee your life will be a giant mess," said Bibb.

Throwing the metaphor of baseball at the audience, Bibb tried to drive home the importance of not "standing there and doing nothing while life throws you your pitches."

After a series of analogies, Bibb ended his speech by reemphasizing the correlation between what one does right now and in the future.

"Ladies and gentlemen, you are building your futures right now. Don't let anyone turn you away. Realize what you can do in your life and do it," Bibb said.

Bibb said little about the controversy surrounding his demotion from the six and eleven o'clock news shows. Black rights groups and the NAACP are pushing for the return of his original anchor position.

Bibb would only comment in saying that everything being said about him now is "positive and it's good to have so much support."

Students' reactions to Bibb were very positive.

"I thought he talked very positively and he's one of my role models in this day and age," junior Damon Lyons said.

Nash shared Lyons' sentiments.

"From the feedback I have gotten, the juniors especially liked it," Nash said. "He's a role model of what we want the kids to see. He embodies the American dream and all the characteristics and virtues we try to show the kids."

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New club to share African life and culture

BY CARRIE LYONS
Staff Reporter

The African-American Cultural Association (AACA), the recently formed student organization and successor to the Sons of Africa (SOA), aims to develop positive educational attitudes and greater academic success for African-American students through cultural awareness, according to faculty adviser and social studies teacher Ruben Henderson.

"In this high school we keep talking about African-American males and their lack of performance," Henderson said. "The students and I thought that maybe we could figure out a way to solve this problem ourselves."

Many students share Henderson's sentiments.

"Hopefully, this organization will have an impact on black student functions in this school system," senior Victoria True said. "AACA will provide an important support network dealing with peer pressure."

"You can't be an educated group of people without knowing your common heritage...it's like the people who walk around with X's on their hats yet don't know who Malcolm X was or what he stood for," Henderson said.

A sense of cultural background, according to Henderson, is crucial to attaining success in today's society.

"People who are academically successful know who they are," Henderson said. "Many African-American students lack the essential knowledge and awareness of their own culture."

Many AACA meetings will be devoted to portraying the positive aspects of African-American culture from both a historical and contemporary viewpoint. Members will visit the sites such as the African-American History Museum.

According to Henderson, AACA will also focus on more positive African-American role models than what are shown on T.V. each night.

"The more you see of something, the more you will believe in it. I think that we have a responsibility to not only focus on negative segments of the black community, but also to show the positive achievements that African-Americans have made during the last 25 years," Henderson said.

While the organization is still in the beginning stage, many speakers have already volunteered to talk to the group. An officer of the U.S. Navy is scheduled to speak of motivation and his successes.

According to Henderson, many students will be attracted by the idea of being able to acknowledge and learn about positive things in the black community. He hopes that students of all races attend the group meetings.

"We want to share our culture and experiences as African-Americans, not just among ourselves but with the school population at large," freshman Adina Wright said.

White honored for leadership

BY NANOR TABRIZI
Staff Reporter

Senior Colin White was awarded the Dr. Martin Luther King Jr. Youth Leadership Award for outstanding academic achievement and extensive community service on Jan. 12.

White said he was chosen to be the recipient of the award not only because of his academic record of at least a 3.0 GPA, but also for his work with the Student Group on Race Relations (SGORR), his working experience with Capital Creations Inc., and the Metropolitan Insurance Company.

"They were looking for someone who represented the potential of Martin Luther King Jr. If it hadn't been for SGORR, I would never have gotten the award," White said.

White also attributed his success to the high school.

"It helped to be from Shaker Heights High School. Shaker's known as an integrated and very competitive school and it meant a lot to have done well in such a competitive environment," White said.

White was recognized for his achievement at the Crawford Auto-Aviation Museum in Cleveland, where 500 people attended the award ceremony.

The Western Reserve Historical Society, which presented the award, also presented an award to three other high school students. Governor George Voinovich and Diane Abbot, the first black female representative in the British House of Commons were present at the ceremonies.

As part of his award, White received a $500 scholarship to the college of his choice.

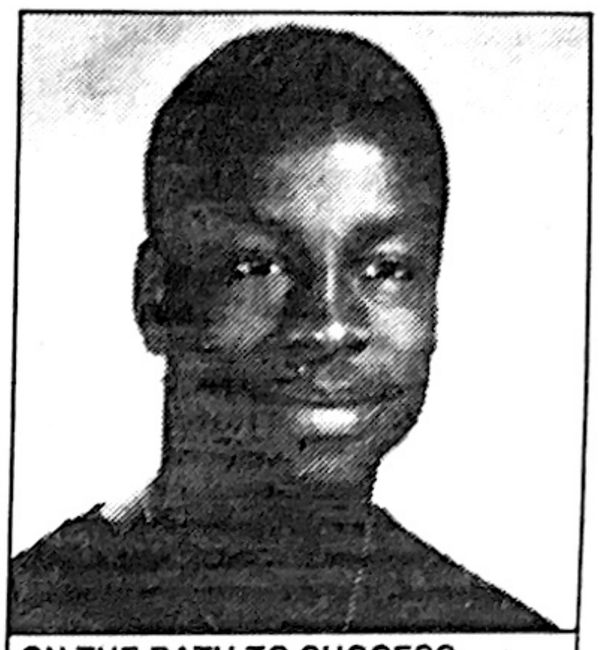
Along with the award and scholarship money, White has also received a great deal of recognition and praise from his classmates.

"It felt funny at first. I've never had my name announced on the P.A. So when I first got the award, I didn't want to tell anybody," White said. "But once it was announced, kids I hadn't even seen since the seventh grade came up to congratulate me."

According to administrative aide Laura Barnett, White was deserving of the recognition that he received.

"He's got a real good demeanor, is active in sports, and is very hard working." Barnett said. "He was so surprised because he didn't think he was doing anything special. That's the kind of student who deserves the award because he's not doing it to get recognition. He's just doing it because he thinks it's right."

Despite his new found recognition, White isn't letting his success affect him.



ON THE PATH TO SUCCESS. Senior Colin White was given the Dr. Martin Luther King, Jr. Youth Leadership Award for excellence in school and community on Jan. 12.
Photo courtesy of the Gristmill

"I haven't gotten a big head or become arrogant. I was just pulled out from what I was doing and recognized for it. I didn't even try for it (the award)." White said.

White's future goals include studying finance in college and eventually getting a job in financing.

MTV teen program visits school

BY JEREMY KAHN
Co-Editor-in-Chief

A select group of 60 students were filmed answering questions and discussing their opinions on issues ranging from family chores and homework to dating, AIDS, and race relations by a freelance production crew working for MTV on Jan. 16.

The segments filmed at Shaker will appear as part of MTV's new program "Like We Care," which features students expressing their views on a variety of current topics relevant to teens, according to field producer Jim Felber who headed the freelance team filming at Shaker and who worked to produce the show's pilot episode. "Like We Care" began airing five days a week at 5:00 p.m. on Feb. 3.

"I was contacted after someone at MTV read the article in *The New York Times* and decided that Shaker would be a really interesting place to film due to its diversity," Felber said, referring to a Dec. 30 article by Isabel Wilkerson which examined Shaker's 30-year quest for integration.

The 60 students were chosen by Principal Jack Rumbaugh and District Communications Supervisor Kathleen Donchess, according to senior Jennifer Rubins who assisted Donchess in coordinating the filming. The students were then divided into smaller groups reflecting "a diverse and articulate montage of students," fair to both race and gender, according to Rumbaugh and Rubins.

"The format is basically dictated by MTV. They want it shot in this manner, using groups of five to seven students at a time," Felber said.

FIFTEEN MINUTES OF FAME? Five students chosen for the filming of the MTV program are interviewed on Jan. 16. They are (l. to r.) sophomore Greg Guice, senio Jonathan Weinberg, sophomore Khadija Woods, junior John Bowers, and junio Bethany Troia.
Shakerite Photo by Marshall Levin

Once assigned to a small group, the students were told to report at designated times to locations around the building where the filming was taking place. Most interviews lasted from 15 to 20 minutes and were held in empty classrooms in the basement, the cafeteria, and in the hall in front of the Jim Morrison mural. Felber felt that there were definite benefits to filming in this manner.

"People tend to be less uptight in this type of setting than if we were to just take a camera through the hall," Felber said. "We also don't have to deal with lots of noise and other distractions."

Felber added that the method by which the students were selected was left up to the school with the only requirements that those selected represent a good cross-section of the student body and present a good view of Shaker Heights.

Some students complained that the way in which the 60 students were chosen by Donchess and Rumbaugh was unfair and presented a distorted image of the school.

"The people chosen gave a good indication of the racial diversity at Shaker, but people from all levels weren't included," said senior Daniel Messinger who was interviewed by the film crew. "It shows [the races] interacting in a manner which, as a general rule, is not really typical."

Donchess, Rubins, and Rumbaugh defended the method used to select the students.

Do you know Art?

If you know art or photography, the Shakerite wants you! We will accept applications for art and photography editors in March. We urge any interested and qualified students to apply. To serve as a staff artist or photography you do not need to fill out an application—simply contact us if you are interested in serving on our staff next year. For more information, please contact Sally Schwartz in room 224.

Shaker Heights Teachers' Association

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Dance signal of more active council

It has been two and a half years since the ill-fated Halloween dance. Since that time, there have been no nightime school dances except homecoming and prom. So of course it was wonderful to hear that the student council was sponsoring a Valentine's Day dance. By allowing such a dance to take place, the administration is giving the students a vote of confidence.

However, the student council needs work in the publicity department in general. You may (or may not) recall the rummage sale, which was grossly underpublicized. As a result, few students attended what could have been a significant fundraiser. The Valentine's Day Dance is no exception to this trend, announced just several weeks before it was scheduled, leaving many students in a rush to get dates and make arrangements for dinner.

With announcements and posters made well before the events, many more students might become involved. Perhaps if students were more informed about student council functions, these functions would be both successful both financially and in terms of student support (which truthfully go hand-in-hand).

Regardless of publicity, it is nice to see student council sponsoring such an event. However, the point is that it shouldn't be. An apathetic student body and inactive past student councils have led students to expect nothing of the student government. As a result, they are surprised to see the council do exactly what it is supposed to do: sponsor student activities. We should be surprised when they do their job. Such an attitude is analogous to a teacher never expecting students to do the homework. Then that teacher is surprised and pleased when they actually do it. We have simply been conditioned to expect, and, thus, we usually get, nothing.

In truth, past apathy has not been entirely the fault of the student government. In recent years, Shaker students have shown an incredible lack of school spirit. With the exception of a few of the sports teams, Shaker students do not seem to go out of their way to support our endeavors. This same lack of spirit has been reflected in poor planning and turnout in school events.

The student council has finally taken steps to promote student activities; it has been a long time since we have seen it. Rather than criticize past councils for their inactivity, let's instead offer praise to our current officers. The student council is now in the process of re-writing their constitution, hopefully improving and expanding their activities. They have taken a more active role in the school and are trying to make a change from past precedence.

Hopefully the student council will overcome their publicity difficulties and demonstrate to the administration that school dances can be successful and handled safely and responsibly. It would be a credit to the school to overcome its past difficulties with dances. With positive results from this dance, we can look forward to more dances and other events in the future.

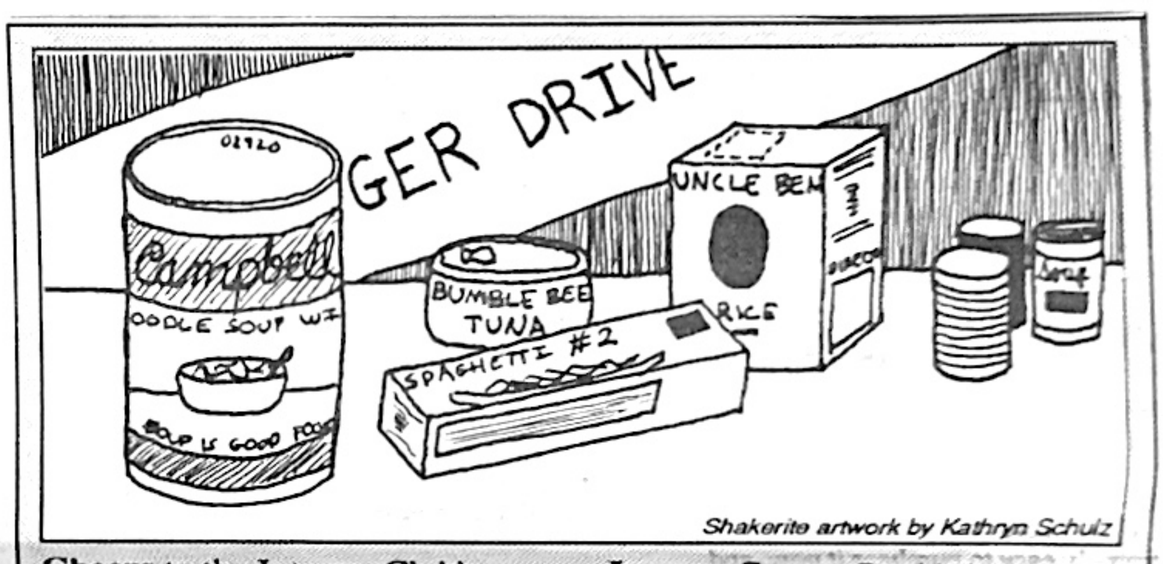
RITE IDEA

Letter From The Editorial Board

You may or may not have noticed our four page insert section about education. We feel that there is an educational crisis in this country and that we should present some of the issues involving education and examine what has been and what needs to be done. In the insert, we discussed the government's education policy and America 2000, which is George Bush's plan for the future of education in the country. We also included a Pro/Con page to debate the idea of a national curriculum. Also discussed in the insert are our own ideas for the future of education and articles about district funding and state control. A few years ago, we did an insert on education, but we felt that an update was needed and that there are many new issues involving education.

The first three pages of the insert were edited and designed by the two editor-in-chiefs, Marshall Levin and Jeremy Kahn, and our managing editor, Blane Sims. *The Pro/Con page was edited and designed by Jeremy Paris, the opinion & columns editor.*

Another change this issue is that the front and back pages have been redesigned to offer a more interesting layout and better graphic design. Jeremy Kahn and Marshall Levin have now taken up the reins of page editing and are personally in charge of the redesigned front page. We hope that you enjoy both the new designs and the education insert.



Shakerite artwork by Kathryn Schulz

CHEERS & JEERS

Cheers to the Interact Club's hunger drive.

Jeers to the person who was quoted in the *Lakewood Sun Press* as saying that Shaker is full of fluff chicks. Look who's talking.

Cheers to the Costa Rican exchange students.

Jeers to George Bush's health plan.

Jeers to George Bush's economic plan.

Jeers to George Bush.

Jeers to librarians who hold on to a book that you try to take out when they discover that you have a fine because they know you are so desperate that you might wait to see who takes it out and steal it from them. Look, I even put my bag in the bin, so lighten up!

Cheers to the Jamaican bobsled team...our hopes and dreams ride with you.

Jeers to the painters who painted over Betty Boop's shoe in the main hall and to students who drew on Jim Morrison..

Cheers to being a second-semester senior.

Jeers to being a second semester junior.

Jeers to being a freshman, any semester.

Cheers to art teacher Jenny Russell's art show.

Jeers to the luge. And to the person who invented the luge.

Cheers to the student council for sponsoring the Valentine's Day Dance

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Jeers to the "Holocaust Hoax" article in Ohio State's newspaper, *The Lantern*.

Shakerite artwork by Kathryn Schulz

Shakerite
Volume 62 Issue 5

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'Holocaust hoax' article based on lies

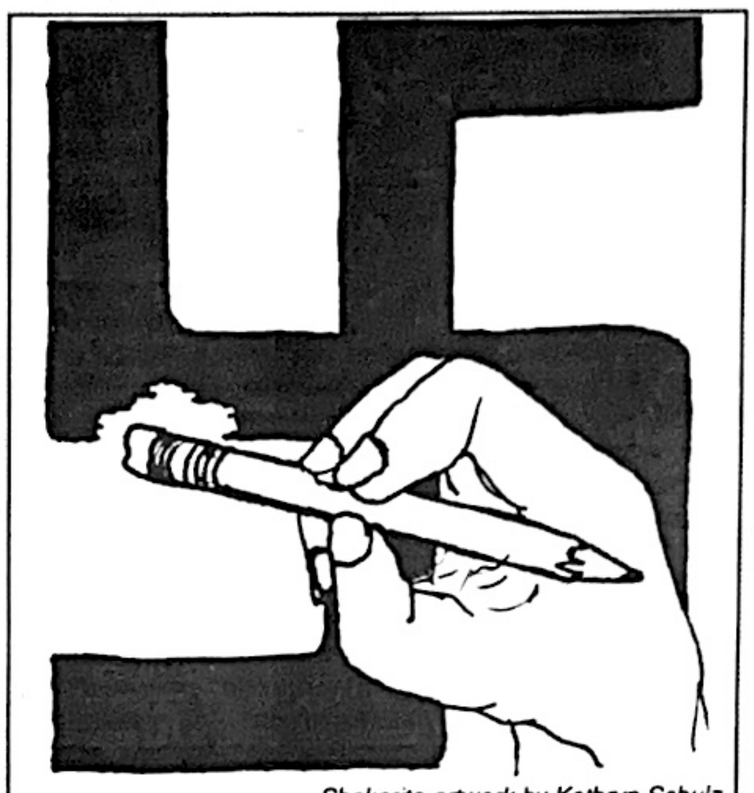
PERSPECTIVE

BY JEREMY PARIS
Opinion & Columns Editor

The Ohio State University school newspaper, *The Lantern*, ran an article recently claiming that the Holocaust never happened. The article was originally sent in to the paper as an advertisement, but their publication committee voted against running it. The editor-in- chief of the paper ran it as a guest column, not an ad, despite the vote. She is currently under many attacks from both the school and others on the paper.

Her defense for printing the article is that she has a right to free speech. In my view, free speech is one of the most important guarantees of the Constitution, one of the foundations of this country and should not be infringed on. However, this case falls outside of the realm of free speech.

The Holocaust has been proven, by documents, newsreel footage, and thousands of accounts, to have actually happen. It was one of the greatest atrocities in the history of mankind. The fact that it happened is not left to conjecture and opinion. Yet, Bradley R. Smith, the writer of the article, clearly states that no Jews were exterminated in gas chambers, which, he claims, were only there "to delouse clothing and equipment." Spreading lies by calling proven truths false is not guaranteed by even the loosest interpretation of the Bill of Rights.



Shakerite artwork by Kathryn Schulz

In a staff editorial in the same issue, *The Lantern* staff claims that, "the truth will always outshine any lie." However, if they admit the article contains proven lies, how can they justify ethically running it? Are they certain that everyone reading the paper will see such lies for what they are? By printing the article, they are possibly setting extremely dangerous precendence for journalism in the future; they are saying it is fine for a paper to print anything it wants whether it is true or proven false.

Whatever personal feelings anyone has about the Holocaust, it is a fact that it occurred. For example, someone could claim that the Holocaust was a good thing and have the Constitutional right to make that claim. Although I would have very strong feelings against such an article, I could not dispute the right to print it.

Claiming that the Holocaust did not occur strikes many old chords of racism and anti-semitism. Making such a claim is akin to writing a column claiming that slavery did not occur in the United States, which is absurd and disproven by fact. In fact, printing these statements is similiar to libel which is against the law. Even in a country where racist viewpoints are protected by law, such blatant falsehoods cannot exist in the press.

The editor who allowed the column to run should be publically reprimanded and make an apology to all Holocaust victims and their families or should be removed from her position. Such an abuse of authority should not be allowed to continue. Perhaps she should take a refresher course in journalistic ethics?

Allowing these lies to make print simply allows and encourages racism and prejudice in this country. Hitler attempted, and almost completed, genocide by promoting and enforcing beliefs based on lies. Perhaps, by promoting lies like this recent incident, we are destroying journalistic ethics and proving that this is not such a great or a free country after all. The Nazi propogandists could not have wished for better than the lies which were printed in *The Lantern*.

LETTERS TO THE EDITORS

Legalization of marijuana should be supported

To the Editor:

There are many reasons for not agreeing with Jeremy Paris' position on the legalization of marijuana ("Legalizing marijuana not moral solution", Dec. 20, 1991). It is extremely easy to [illegible] by making it legal it would only reassure people that they were buying the real thing. This is definitely a moral issue, and it is not the position of the government to decide what is right or wrong for an individaul to do with their own bodies. If a person isn't going to use marijuana, it isn't because of the legal status of the drug, it's because they don't feel it's right. It is totally unjust for the government to tell you what to do. Drinking alcohol and smoking tobacco are all acceptable, but smoking another form of weed, marijuana, isn't. Yes, marijuana messes up your mind, but so does alcohol and that is legal. Why shouldn't marijuana also be legal?

Lauren Kalette and Katie Edwards, sophomores

To the Editor,

It has been my experience that the Shakerite is always willing to give both sides of an issue their fair say.

In the early 1930's, marijuana was illegalized. Before that time, it was perfectly legal and socially acceptable. The push for marijuana's illiegalization was made by tobacco lobbyists.

This action had many poor effects. Many farmers went bankrupt because their main crop was suddenly illegal to grow. The rope industry went for a major dive because of the resulting illegalization of the growing of hemp, one of the best and cheapest materials for making rope.

Marijuana and hemp have many helpful uses. Marijuana helps prevent glaucoma, as well as helping open up the bronchial tubes. It has other medical uses as well, aside from the government's use as a pain reliever for terminally ill patients. Hemp could, by itself, relieve the national debt. The growing of hemp would revitalize the American farmer. Hemp puts important nitrates back into the soil that crops, like cotton, remove. Paper can be made out of hemp. It takes 14 years to grow one acre of trees for paper. It takes three to four months to grow an acre of hemp, and an acre of hemp makes as much paper as four acres of trees! It can also be uses to make fuel for cars that burns cleaner than gasoline. The smoking of marijuana for recreation is less harmful to the body (aside from the impurities in the smoke that filters could remove) than alcohol, and it is hundreds of times less addictive than alcohol or cigarettes. These are only a few of the many government researched benefits that the legalization of marijuana give!

Paul Volpe, senior

Shaker not yet racially integrated

To the Editor:

There has been a lot of talk lately about how successfully racially integrated our school is. Unfortunately, most of the people talking are disassociated with our situation enough that they are able to actually believe this nonsense. My observations as a student here completely contradict the opinion of such acclaimed sources as *The New York Times*.

The social room is divided into factions of black-Americans and white-Americans. The cafeteria, with its two wings, is set up so that it almost prohibits integration. However, we are an institution of learning, right? That is how we should be judged. So, what is the ratio of white-Americans to black-American in the advanced placement classes? Aye, there's the rub! It certainly does not reflect such a "successfully racially integrated" school. Is it because black-Americans are not as smart? Of course not! That is ridiculous! The leveling system is, in theory, one of the best ideas I know of because it can cater to each student's individual needs. Unfortunately, the reality is that the school's leveling system is one of the worst initiated programs around. The problem stems from the fact that as separate races we do not understand each other and the tension that exists between races evokes a lack of will to try to learn.

I do believe that Shaker may, in fact, be one of the most successfully integrated communities, but let's be honest. By comparison we may win, but in lone judgment we don't even come close.

Brian D. Bloomfield, senior

Heritage of Greece transcends race

To the Editor:

I read Larry Braddell's letter in the Shakerite with great interest (Subtle racism hidden by Shaker's 'Fantasy Island', Dec. 20, 1991). I completely agree with him that Shaker does indeed have some racial problems which we need to address. However, I disagreed with Larry's view on the focus of our education.

Although I am not certain, I believe it would be safe to say that well under 10 percent of Shaker students are of Greek descent. And yet, as Larry points out, we spend a disproportionate amount of time learning about the history of ancient Greece. However, while recognizing the unique contributions our own ancestors have made to society, we must also be aware of the the strong basis our government, literature, art, and philosophy have in ancient Greek ideals. It is more important for us to understand the basis for our democracy in Athens than to learn about the building of the pyramids in Egypt. It is more important to understand Greek mythology, which is so often alluded to in English literature, than it is to study the sayings of the Pharaoh Imhotep.

The letter said, "...when we know our past, then we can define our future." Greece, as well as Egypt, is our common past, whether we are born into those cultures of not. The history and ideas of a society do not belong solely to that society's descendants, but to humanity. I hope that Shaker continues its tradition of giving its students the common background they need to understand and lead our country.

Ted Folkman, senior

Library's silence imprisons students

To the editor:

Plain and simple, the high school's library is a prison. A library is meant for both group study and silent study. If you want to keep all of us so quiet, why don't you pass out gags at the door? We have an upper library that is a teacher's workroom. Tell me if I'm wrong, but don't all subjects have their own office to work in? Why don't you spend some money on getting a silent study put up there instead of spending money on that funky "Purple Haze" lunch room? Think about it, Warden.

Ian Mirmelstein, junior

THE TOP TEN

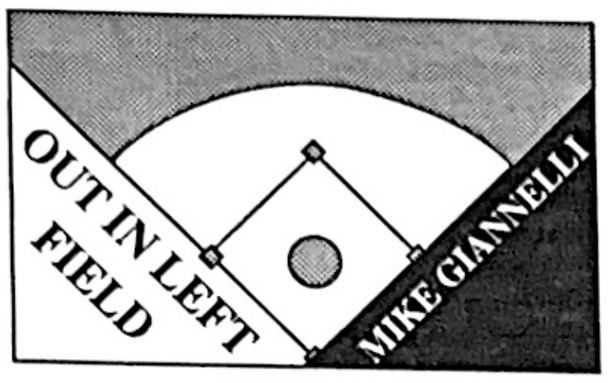
Movie titles combined with the movie "Body Parts" ...

10. 9 1/2 Naked Body Parts
9. Bright Lights, Big Body Parts
8. Fried Green Body Parts
7. Body Parts With a View
6. Do the Right Body Parts
5. Naked Gun 2 1/2: The Smell of Body Parts
4. All the President's Body Parts
3. Three Men and a Body Part
2. Body Parts in the Mist

..and the #1 combined movie title is...

1. Regarding Henry's Body Parts

Death penalty should be condemned



With elections upcoming, the issue of capital punishment is sure to be discussed. Some politicians will even go out of their way to tell the public how much they support the death penalty. Such statements are often effective vote-getters in many areas of the country, especially the South.

However, the fact that the death penalty is supported by a nation that is supposed to have the "education president" is ironic, as it displays a prevalent ignorance. The death penalty has never been proven to deter crime, risks executing innocent people and is racially biased.

There are 350 documented cases in this country in which the defendents were convicted of capital crimes, only to later have been found innocent. (Bedau & Radelet, *Miscarriages of Justice in Potentially Capital Cases*, 40 Stanford Law Review 21 (1987)) The error was discovered before the sentencing only five times. Sixty-seven of these victims were released in under 25 years, 139 were released in over 25 years, 116 died while still in prison and 23 were executed. These figures include only those whose innocence was later proved.

Of these mis-convictions, 22 were close calls in which the execution was averted by only a day or two. There were less than two hours to spare in eight of these cases. In two cases, the defendents were already strapped into the electric chair.

Another study based on over 2000 murder cases in Georgia indicates that the death penalty is racially biased. (Baldus, Pulaski & Woodworth, *Comparative Review of Death Sentences: An Empirical study of the Georgia Experience*, 74 J. Criminal Law and Criminology 661 (1983)) In 11 percent of the cases where a white person was the victim, the defendent received the death penalty. In contrast, when the victim was black, the defendent only received the death penalty one percent of the time.

The race of the defendent is also a factor. In 22 percent of the cases involving white victims and black defendents, the death penalty was assessed. In cases in which both the victim and the defendent were white, the death penalty was assessed in a much lower eight percent of the cases. In cases of black victims and white defendents, the death penalty was assessed only three percent of the time.

Thus, whether this discrepancy is a result of subconscious or conscious prejudice, racial discrimination is present in the judicial system. Such discrimination should not exist at all in our society, but we cannot afford to let it determine whether an individual lives or dies.

Currently, the death penalty can only be assessed in first degree murder cases. However, some politicians advocate employing the death penalty for more crimes. The reason of possible discrimination alone causes me to be appalled at these suggestions.

Some politicians feel that a convicted rapist should be executed. The statistics are alarming. Of the 455 men executed for rape after 1930, 405 were black. (Berger, *Man's Trial, Women's Tribulation: Rape Cases in the Courtroom*, 77 Columbia Law Review 1, 4 (1977)) As of March 29, 1976, of the 35 people sentenced to death for rape, nearly 75 percent were black.

Shakerite artwork by Ledel Johnson

Thus, the prejudice involved with the death penalty, the prospect of executing innocent people, as well as the fact that it has never been proven a deterrent, renders the use of the death penalty an insult to our great nation. Politicians who advocate more frequent use of the death penalty should not be sent to office, but to the graves of those who died unjustly as a result of their grossly imperfect device.

Keeping clean is a painful process

One of the most painful and unappreciated changes that goes along with aging is having to smell and look clean. This means I have to do more than just stand around in the shower. At last, I learned the purpose of those little square towels and that little bar of soap.

I could be waking up at 7:25 every morning and still get to school on time except for the accursed morning bathroom ritual, my trip through hygiene hell. My friends and parents like to call it a shower. I waste about ten minutes of good sleep in order to satisfy the noses of my fellow classmates only to end up coated in that "sticky film that soap leaves behind."

One of the greatest pitfalls in trying to complete a completely vertical shower is this clever little game I like to play called, " The I'll close my right eye and let it sleep for half the time and then I'll switch game." Actually, it isn't much of a game to play in the shower and is even more dangerous when attempted while driving at night.

I would speak on the entire shampooing process, including conditioners, enhancers, damaged hair treatments, micro-protein formulas, build-up reducers and hydrating concoctions, except that the only time I wash my hair is when my fingers can't pass through it without feeling like I just lubed a chassis. Even when I actually wash my hair, it is usually with whatever shampoo is at arm's length.

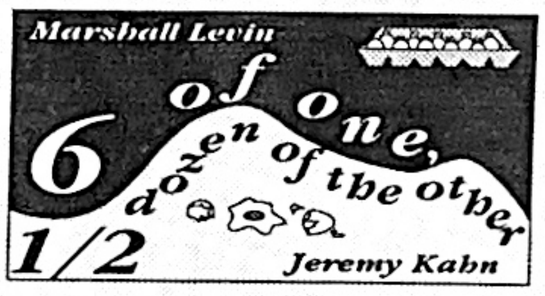
I would like to include various other proper hygienic practices, but I don't know or practice any. The only thing that concerns me when I step out of the shower is whether I have a dry towel and some sugar-packed cereal for breakfast.

After breakfast (I know, its a slow morning), if I am fortunate to have both the time and the will, I shave. Even if it was possible, I don't think I would put too much time into breeding a beard. I have enough trouble keeping control of the hair I already have. Besides, it is my opinion that people have to become really profound before a beard really fits them. Either that, or a science teacher.

If you have the same manners (or lack thereof) as I do, and smell the same way, do not despair! After all, the famous cartoon character Pig Pen lived happily this way for many years. If worst comes to worst, you could probably cut a killer deal with the dandruff shampoo company to do the "before" pictures for their advertisements.

Shakerite artwork by Ledel Johnson

Senior myths derailed by reality



We're not out of the woods yet.

To be perfectly honest, being a second semester senior isn't exactly what I had pictured. In fact, it is a somewhat disillusioning experience. I'm not sure how it started, but I think it began when I was a freshman and with each successive year the legend has grown and solidified. Maybe it was observing the seniors who wore their bathrobes to school or their talk of nightly poker games and partying on school nights, but somehow this mystique was created. And like any good myths, those surrounding the curious creature known as the second semester senior persist. It is now time to debunk those myths.

Myth: You don't have to do anything second semester. School doesn't matter for you.

Reality: WRONG! Nothing could be further from the truth. Contrary to popular belief, we're not *all* into college. Most people have submitted their applications or made plans for their future, but often this only means that there are still a few precious months of anxiety left (ah, savor the moment!). Enough time remains to allow you to become totally paranoid as you think of all the mistakes you may have made in your applications and consider that the fact that at this very moment the admissions officers from the Tennessee Diesel Technical Institute are scrutinizing every aspect of your application, including the 12 part essay on your first encounter with a manifold plate. What's more, after all this waiting you may be rejected (so you can begin the whole process again) or wait listed (affording you the privilege of waiting some more.) Translation: grades still matter.

Myth: Seniors can just hang out all day in the senior lounge, if they come to school at all.

Reality: First of all, the word lounge conjures up images of plush furniture, mood lighting, someone serving hors d'oeuvres and a piano bar — something along the lines of the new cafeteria. The Social Room is definitely not a lounge! It is a dingy room, poorly heated and poorly furnished with a few tables, old chairs, no carpeting, two vending machines and a jukebox (aren't the seniors lucky!). Secondly, we'd all better have spotless attendance records or start kissing up to administrators if we have any hope of getting out of here for senior project.

I awoke on the morning of Jan. 28th still anticipating a relaxed semester during which I might snooze through most of my classes and wake up in time to go home and not do my homework. You might say that my awakening that day was rather rude. Old dreams die hard.

1st period government: REQUIRED—attendance at a number of city council meetings and volunteer work for a political organization. The catch—you have to be awake when you attend. One single solitary unexcused absence and there goes senior project.

2nd period English: REQUIRED—a@$%#ing term paper! Do you believe the nerve of these people!? And on top of that, poetry! That's right, poetry! And Shakespeare!

Now that's only the first two periods and already my semester is shot. How could I possibly have fun, screw around and not do any meaningful work with all that stuff hanging over my head? I knew I should have taken ceramics. Don't they offer underwater basket weaving? I should start studying for AP tests right now.

Maybe I'd rather be back in the middle of junior year. NOT! It is still better be a second semester senior than a second semester anything else.

Fundango's offers authentic Mexican food

BY DAN RATNER AND ANDY ELLNER
Entertainment /Spotlight Editor and Staff Reporter

We made our way along the dark alley, not sure how to find the restaurant. And then one of us clumsily tripped, allowing the people walking behind to get ahead of us in the line waiting to get inside. But at least we reached our destination, Fundango's, the newest Mexican restaurant in the area.

Once inside, we gave our names to the maitre d'. While waiting, we had a pleasant conversation with the man that had earlier passed us up in line. Interaction with others waiting was inevitable due to the two square feet we were forced to wait in. But the decorations quickly caught our eyes. The Chinese characters imprinted on a window colored with a Mexican flag were of particular interest. This may have been because the restaurant was formerly Hunan in the Courtyard.

After 10 minutes, the decorations lost their appeal, and the man ahead of us was already enjoying tortilla chips and salsa. Ten minutes later, they were even less entertaining. And then finally, our name was called.

Walking towards our table, we were impressed by the authentic Mexican decor of the restaurant. We agreed that it was a positive sign as far as an indication of the food went.

We sat down to our very own bowl of tortilla chips and salsa and met our first waiter. By the time we had ordered our drinks, we had met our second waiter. His Mexican accent was another sign that this was an authentic Mexican restaurant.

Looking at the appetizers, we quickly ruled out the "Forty Miles of Bad Road" dish. Though this sounded like an interesting Mexican appetizer, it reminded us too much of the alley. So we shared a plate of nachos.

The nachos came after a short wait and were arranged in an attractive manner. There were more tortilla chips covered with varieties of cheeses and vegetables. We were extremely content with the quality and taste of our appetizer.

Once our waiter came back, we surveyed the main menu and found it to have a wide variety of authentic Mexican dishes. One of us had the tacos, just to be on the safe side, and the other ventured to the enchiladas.

While waiting for the food, we took a look at our surroundings. We were surprised to find that the room was as much an art gallery as a place to eat. Lining the walls were several modern art paintings. While the prices seemed rather ridiculous, they were still fun to look at. The fire exit took something away from it, though.

The atmosphere was also nice, although a little on the loud side. And after 30 seconds, our food was there. Well, maybe it was a little longer, but the service was excellent and quick.

Our food was arranged on beautiful plates and both orders came with rice and beans. The tacos consisted of beef (chicken was also an option for the meat inside) rolled up in a crunchy shell with lettuce and cheese. There was a sauce covering the tacos that tasted wonderful (although I have no idea what it was).

The enchiladas were chicken rolled up in a soft tortilla shell smothered with a delectable sauce. The rice was a good complement for both main dishes. And although the beans looked rather formidable, we decided we better try at least one, and it turned out to be O.K.

The prices were fitting for the quality of the meal. But if you're looking for a cheap dinner, this is not the place to go.

Overall, by the time we found it and were seated, Fundango's made for an enjoyable eating experience. We recommend it for anyone seeking an authentic Mexican meal.

Rating (out of five):

Movie soundtrack showcases R.E.M., U2

BY DAN MESSINGER
Special Assignment

Various artist packages are released by the music industry about as often as a McDonald's ad comes on the TV screen. However, these albums are often strung to-

do not share a common bond.

This is where the soundtrack from German director Wim Wender's film *Until the End of the World* differs. The songs on this fresh, musically inviting album are all originals (except for the Kinks' "Days" covered by Elvis Costello) related to the theme of the Apocalypse in the year of 1999.

Using this premise, the artists (R.E.M., U2, Lou Reed, and others) were able to create music in their own style while still following the path laid out before them.

> ***"Sax and Violins' sounds like Mark Price's return to the Cavs from knee surgery."***

The soundtrack begins with one of the four haunting pieces written by Graeme Revell, a piece that musically details the theme of the movie as well as the next 65 minutes of music. Fused with disturbing vocals in string arrangements, the opening song is the only one of Revell's that lasts over a minute.

Yet individual songs are not what make the album a substantial release; it is the significance of songs by diverse performers flowing together. This is due in part to the non-commercial aura of songs that were not written for the radio, but for a movie. However, this album has highlights that help it to radiate further.

One example is R.E.M.'s "Fretless," that continues in the direction of their latest album, *Out of Time*. Michael Stipe's vocals, enunciated unlike R.E.M.'s early songs, create a mysterious quality in their vague lyrical meaning. Stipe appears to recognize this, and within the confines of the song he clammers, "Please don't try to tell me what I am." With this sensibility, it is an R.E.M. statement that mixes perfectly with the other songs on the album.

Until the End of the World also boasts reunions. Besides Can reforming after 14 years , Talking Heads reunited fully for the first time since 1988's *Naked*. With David Byrne and Jerry Harrison immersed in solo projects recently, "Sax and Violins" sounds like Mark Price's return to the Cavs from knee surgery. It's an all-star performance with various instruments flipping about while

the atmosphere on a warm afternoon."

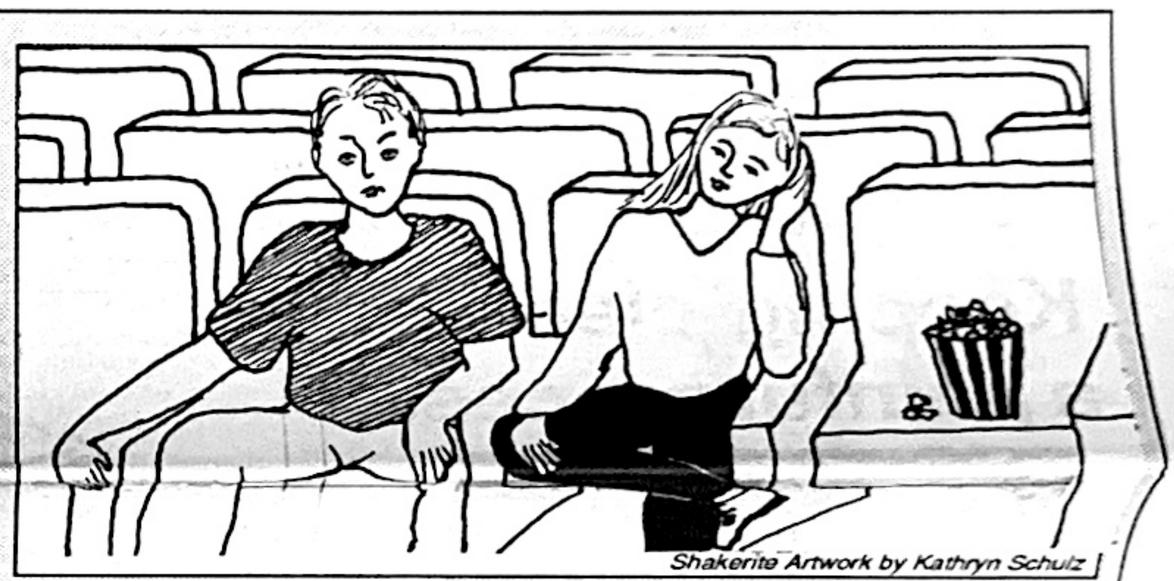
Although the album has its strong points, two songs are let-downs to the path that has been paved. Neneh Cherry's "Move With Me (Dub)" is nothing more than a couple of lines intertwined with her saying "addicted to the rhythm." Although a unique sampling tops overused bass lines, the fact that it took two people to write this questions how Mozart wrote his pieces alone.

The new Depeche Mode song, "Death's Door" contrasts their depressingly sexual, yet poppy sound from their latest album *Violator*. "Death's Door" has lyricist Martin Gore's characteristically strong chorus, yet the verses fail in comparison.

The rest of the album has a strong hit from former Velvet Underground leader Lou Reed called "What's Good." Julie Cruise continues work with Twin Peaks director David Lynch as he coproduces her new song, "Summer Kisses, Winter Tears." Jane Siberry and K.D. Lang allow the folk genre to come alive underneath a soft guitar and viola. Lastly, U2's title track (also on *Achtung Baby*) is the dance hit on the album. Bono sings of the loss of innocence when he preaches "you miss too much these days if you stop to think." With this line, U2 provides a conclusion to the thematic sense of the album.

Thankfully, with *Until the End of the World* there is not much thought needed to realize that the music on this album is worth listening to until the end of the world.

Rating (out of five):



Shakerite Artwork by Kathryn Schulz

Griffith, Douglas star in poorly directed war movie

BY SARAH STEWART
Feature Editor

Linda Voss (Melanie Griffith) had a thirst for war movies, but her own, *Shining Through*, would have done little to quench it.

Portrayed primarily as a World War II, Nazi spy drama, the film starts out poorly, under quite different circumstances. Linda is not yet a spy, but a "non-Vassar" graduate who earns a position as attorney Ed Leland's (Michael Douglas) secretary only because of her German speaking background. She predictably becomes more than an employee, and the two find themselves involved in what the audience only later realizes is a meaningful relationship.

Through her keen decoding and watchful eye, Linda learns of Ed's other occupation as a spy gathering information from the enemy (German) lines. The two eventually part with no plans for the future and no pity for the audience's tolerance of sappy farewells. Ed boards the plane to an unknown destination and Linda and the scene fall apart.

"Destiny" reunites them at a stereotypical USO dance, and although I wish I could say the rest is history, their relationship resumes its underdeveloped intimacy. With lines like "I'm a silly girl Ed. I think you're living proof of that," the audience is forced to wallow through an abundance of trite sentimentalities.

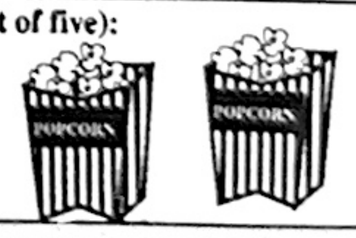
Linda continues to work as Ed's secretary only to interrupt one meeting long enough to convince the government officials to let her embark on a spy mission to Nazi Germany. Although it's refreshing to see a woman entrusted to undertake such a task, Melanie Griffith's baby talk seems to lessen her character's competent image.

At this point, the movie finally moves up half a notch. Linda too easily forgets her admiration for Ed, but this is for the better. She becomes involved in a plot to locate the Nazi factory in the process of developing a "flying bomb" and at times is even able to employ some of the knowledge gained from the countless war movies she enjoyed.

Although the concluding scenes have more to offer than the weak plot and character development which proceeds them, Linda's motives throughout the movie are unclear. A German-Jew, she hoped to locate her three Jewish cousins in Berlin. But it cannot be determined if her compassion or just her lust for what she saw on the big screen led her to risk her life as a spy; her character lacks conviction of any kind.

The weakly developed relationship between Ed and Linda is a poor beginning for *Shining Through*, and it is never able to recover. Maybe the world isn't quite big enough for one more war movie.

Rating (out of five):



Breaking the Race Barrier

Race relations present concerns among students

BY JOSHUA GOODMAN
Staff Reporter

Race relations continue to present conflicts for teachers and students as they struggle toward true integration at Shaker.

Many students such as junior Robert Freeman, a member of the recently formed African-American Cultural Association (AACA), which promotes education and self-motivation for black students, feel that Shaker has not devoted enough time to improving race relations.

"There is no integration at Shaker," said Freeman. "To an outsider, the school may appear integrated, but there is very little interaction between black and white students."

Still, others such as Principal Jack Rumbaugh, do not agree with Freeman's assessment.

"Shaker students are interacting," said Rumbaugh. "Race relations are better than they have been, but they could be better. We should always be striving for a society free of racial biases."

Senior Jerome Griffith, a member of the Minority Achievement Committee (MAC), said the administration is operating under a false myth, believing that the lack of integration is not a serious threat.

"There is more co-existence than integration," said Griffith. "Not enough attention is being dedicated by the administration. It is a drastic problem, but the administration considers it a phase."

Teachers also expressed dissatisfaction with race relations. Social studies teacher Larry Lisak agrees with Griffith that more co-existence than integration exists at Shaker. Lisak also questions the administration's handling of race relations.

"Shaker has always gone for more of an appearance than true substance," said Lisak. Lisak also said, "No administration has ever had a good handle on integration."

A different approach which attempts to increase interaction among blacks and whites is *Student Group on Race Relations (SGORR)*. SGORR members meet three times a year with sixth graders from Woodbury Elementary School to discuss issues relating to race relations.

Sixth grade teacher Marsha Jaffe, SGORR's faculty adviser, said we seldom receive the chance to meet the individual behind the stereotype. She believes that a lack of administrative involvement is not necessarily the reason why race relations do not continue to improve.

"It is counter productive to blame (one another). More of an awareness is needed by both black and white students," said Jaffe.

> ***"It is counter productive to blame (one another). More of an awarness is needed by both black and white students."***
> ***– Marsha Jaffe***

Andrew Toomajian, a junior and active member of SGORR, said Shaker is not segregated, but not necessarily integrated. He feels that the way to improve race relations is through a realization and awareness of everyone. However, he emphasized that this will not occur over night.

"It is a personal change rather than a group change," said Toomajian.

Science teacher Kenneth Culek agrees with Toomajian's assessment that the high school is not segregated. However, he feels it could be more integrated.

"It (Shaker) is reflective of society," said Culek. "Some people get along, some don't."

Senior Jay Marston said Shaker's racial problems are due to an attitude shared by a majority of the students.

"Shaker's problem is that the students have a 'we have to be superior' attitude," said Marston. "People group together so that they can belong."

Senior Mike Simmons and junior Larry Bradell, co-founders of the AACA, said more needs to be done to educate blacks about their history and culture as an African-American.

"How can you integrate if you do not know who you are or where you come from," said Simmons. "Only when everyone has identified themselves, can we begin to recognize other individuals."

Simmons added that the problems of integration are not being addressed properly be the administration.

"Shaker tries to cover up the problems," said Simmons. "They try to keep it pure and simple."

Through educational activities which focus on the study of black leaders such as Malcolm X, Martin Luther King Jr., and Marcus Garvey, Simmons and Bradell hope to install in their members a sense of black pride which can later translate into improved race relations.

The activities of AACA are not without controversy. Some students felt that the organization endorsed black separatism, an accusation which the AACA founders deny.

"Some black students fail to recognize that school is where you are suppose to receive an education," said Griffith. "Groups should educate and not politicize slogans."

Some students such as sophomore Gopal Garuda, question the standards by which integration is measured.

"If your definition of integration is that blacks and whites exist in equal amounts, then yes Shaker is integrated," said Garuda. "But, if your definition is whether this occurs at the level of social interaction, then the question remains unanswered."

Academic advisor, Mary Lynn McGovern, meets with students who maintain a lower than a C average to work on study skills, organization and time management skills.

"I think there is a sensitivity in the school on issues relating to race relations and minority achievement," said McGovern. "I would like to see a better representation of our student body in upper level classes."

Guidance Department Head Eileen Blattner said that Shaker's racial problems are due to the choices made by students to feel comfortable.

"We must continue to work hard on integrating activities and encouraging blacks to move into upper level classes," Blattner said.

Upper level classes lack minority enrollment

BY REBECCA DAVIS
Staff Reporter

Walk down the hallways and the high school appears to be a shining example of integration, filled with an almost equal number of black and white students. Enter an upper level class, however, and instantly integration gives way to more powerful social and cultural forces.

Black students enrolled in honors or AP level classes express serious concern that more of their peers are not accepting the challenge and advantages these classes offer. Kim Butler, a junior enrolled in four AP and two honor level classes, said that the situation saddens her.

"I don't understand it and it's something I'm not pleased with at all," Butler said. "[Black students] automatically assume it's going to be too hard for them to handle. And that's hardly ever the case with the people I talk to. If they discourage themselves, it's almost futile. They start out with a biased attitude about it."

Several black students who take upper level classes said that they have found their friends unwilling to follow them.

"There is one specific friend of mine and I am trying very hard [to get him to take upper level classes], but he just won't," explained sophomore Khadija Woods, whose classes include honors English.

"It's very frustrating because I know he could do the work," Woods added.

Some black students are making the move toward greater academic challenge. This year sophomore Ronald Hill enrolled for the first time in honors classes, English and choir. Hill says that others can learn from his experience.

"I've always been a person who does things to get by and never to over-achieve," he explained. "I was afraid of what might happen [if I took an upper level class] and feared the work would be too hard."

"Now I find it as a challenge," Hill continued, "[The work] keeps you going. We're reading important things and writing papers on it. It prepares you for college."

The reasons for the dramatic contrast between the enrollment trends of whites and blacks are cultural, social and economic. Minority students have found themselves confronted by social tensions that exist among blacks and between blacks and whites.

"In black society, sometimes they say that if you become educated, you become white-acting, you are selling out to your race," Hill said.

One sophomore who takes honors science, geometry, English and improvisation added that black males trying to live up to a "macho" image are discouraged by their peers and society from taking educational initiative.

"A lot of them don't want to be seen as intelligent or articulate," Jason Walker said. "Black females excel more easily than black males."

"If you're living in a single parent home and you're going to work, sometimes you're not going to want to take all that work because you've got other things to worry about," a sophomore said.

Enrolled this year for the first time in an upper level class, honors English, senior Kenyon Ward initially enrolled in AP US History as well. When he found the work too difficult, he switched to level three.

"I think the problem for blacks not taking AP classes is because they think it's too hard, and like me, they don't want harder work," Ward said.

Tensions in the classroom can exist for minorities in upper level classes.

"I do have some teachers that I guess look down on me," Walker said. "I don't know if it's because I'm black or because I act silly in class. But there's tension in those classes [between the teacher and black students] that's different than the tension between the white students in the class and the teacher."

"You don't have any friends in the classes, you're sitting there alone and you start to think is it really worth it," Woods added.

However, Walker found that although he occasionally experiences negative feedback because of his situation, he is attaining a greater goal.

"Sometimes you do feel a little lonely, like you're the only one," Walker said, "but sometimes it makes you feel a little special like you're the best of the best and you're out there making your race look good."

Still, a gap exists between white and black academic achievement. While some students point to a lack of involvement of the guidance department, others maintain that ultimately, the bridge will be built by students helping themselves.

"As long as there is a choice involved, you can't make (minorities) take those classes," said Eileen Blattner, head of the guidance department. "It has to be a joint project, the parents and the counselors and the teachers, helping these students become assertive enough to feel comfortable in the upper level classes. We cannot mandate they be there."

Regardless of the efforts of administrators or peers, the choice to aim high remains the student's. Students who have achieved believe that the best advice to succeeding is relying on yourself.

"Listen to yourself," Butler advised. "Don't listen to anybody else. If anyone for a minute tells you that you can't handle it, don't listen."

"If you're a minority and you're trying to achieve, then make sure that you talk to someone that you really trust," she continued. "There are some people that aren't going to believe in what you want to do, so it's important that you don't listen to any of the negatives. Follow what you believe in."

New York Times integration article sparks positive response

BY JENNIFER FRIEDMAN
Staff Reporter

Some students and administrators say that the article recently published in the Dec. 30 issue of *The New York Times* presented a fair and realistic view of integration in Shaker Heights. In general, responses to Isabel Wilkerson investigative article regarding Shaker's 30 year crusade were positive.

The article discusses Shaker's efforts at integrated housing and deals with the school system at length, particularly the high school. Administrators and teachers said the article presented Shaker accurately and hope other communities will learn from Shaker's progress.

"I was proud of Shaker as a community. The article is a true testimony to the folks in the 50's and 60's who started the process. It is also a testimony to those today who are continuing the integration progress," Dr. Rumbaugh comments.

Senior Jerome Griffith said the article was truthful about Shaker.

"The article doesn't hide facts or escape issues like the MTV program did."

Terry Pollack, as quoted in the article, said that the curriculum at Shaker is a strong point in the integration process.

"From my perspective many courses are attempting to sensitize students to one another. In particular the social studies department offers courses which attack the seeds of hate. By impacting the individual, in a small way we can make Shaker Heights High School a better place."

Many of those interviewed also pointed out that Shaker is not perfect.

"The article clearly shows that Shaker is not utopia, but placed on a scale we're doing a better job than most. No matter what we do, it's not enough," added Pollack.

Language Department Head Norma Guice shares Pollack's feelings. She believes that simply attending Shaker provides students with a better background for the real world.

"We need to remember that Shaker does not exist in a vacuum. We are part of the larger picture. However, you feel fortunate that when any student, black or white, leaves Shaker they have been exposed to the realities of a diverse community. You hope that experience equips them to make sounder judgements in terms of people and circumstances," said Guice.

Critics of the article said that Shaker's portrayal was distorted. Senior Jennifer Margulies explains, "We are not the end-all be-all of integration."

"It seems as if the article only gave parts of conversations and molded things to fit the article," elaborated sophomore Jason Lowe.

Guice pointed out that the article gives an accurate historical representation of the development of race consciousness, but fails to get a broad variety of input from parents, adults, students and community leaders.

"The article needs to do more in terms of representing different viewpoints. They needed to ask the people concerned," said Guice.

Senior Eric Ricken said the article was over dramatized and didn't present both sides of the issue.

"The article made everything a black and white issue, not everything is."

Both Rumbaugh and Pollack said in order to improve the situation, race relations education must start earlier, perhaps in nursery school.

"If we truly want to change, then we have to do more to open our hands for blacks and whites to risk excelling in all courses particularly honors and AP," adds Pollack.

Despite the existing problems at Shaker, *The New York Times* article exposed other communities around the country to the reality that integration can be achieved. Although Shaker still has some improving to do, the article rewarded Shaker for its tremendous efforts in the area of integration.

Pollack agreed. "Shaker is a learning community. Learning takes place not because of subject matter, but because of human experience," he said.

Shakerite graphics by Kathryn Schultz

The facts: Minority enrollment statistics

The high school enrolls 1,015 students and of those, 49.2 percent are black, 47.63 percent are white and the other 3.39 percent are of other races.

- 20 percent of all AP classes have no black students; all of them enroll white students.
- 16.22 percent of honor level classes have no black students; all of them enroll white students.
- College preparatory classes enroll more blacks than whites, with 12.17 percent of them containing no white students.
- 44.83 percent of general education classes enroll no white students; all of them enroll blacks.

The classes that contain no black students are:
French V, German III and IV, 12 AP Math, AP Chemistry, Honors Journalism II, Latin III and IV, graphic design, Greek I and II and guided learning experience III.

The breakdown of four AP classes:

Class	% black	% white	% other
AP US History	6.9	80.46	12.64
11 AP Math	2.44	78.05	19.51
AP Mod. Euro. Hist.	2.5	92.5	5.0
AP Physics	4.55	90.91	4.55

Garage bands gain small, loyal following

BY NANAR TABRIZI
Staff Reporter

They meet in basements to give voice to their thoughts, or a tune to their mood. They are the rock bands of Shaker students.

Deriving their name from the last names of guitarists Pink Andersun and Floyd Council, the Andersun Council, consists of lead vocalist and guitarist, junior Maury Epstein, bass guitarist, junior Josh Yellon and percussionist, junior Adam Greenberg.

"We try to mix jazz, metal, funk and progressive rock to try to bring in innovations and combine more styles," said Epstein.

Another group, consisting of senior singer Rider Babbit, senior lead guitarist Ethan McArty, saxophone and congos player, junior Davidione Pearl, rhythm guitarist junior Jim Demarci , junior base player John Reed, and senior drummers Jason Buckles and Jon Perkins are the Hesters.

> ***"I doubt if we'll make it big, but that's not what we're in for. We play at a different level. You get a nice rush. It's a form of meditation."***
>
> ***—Davidione Pearl***

The name of the group was inspired by Hester Prynne, a character in *The Scarlet Letter*. Explaining that the adulterous sin of Hester would not have occurred Hester known that her husband was still alive, [illegible] foundation that the unknown protects us.

"We're all peaceful sinners if we don't know we're sinners," said Pearl. "It's about the unknown. What you don't know won't hurt you."

Seniors Jay Marston, lead singer, Greg Stockdale, guitarist and keyboard player, and Alex Shubert, drummer, represent another group entitled Hoipolloi.

"The name means the common people," said Stockdale. "We thought it a good description of ourselves."

The bands are often used as a means of expression. For instance, Andersun Council's second demo entitled "Global Village," expresses the idea that the world is slowly destroying itself.

With songs like 'Babies of the Night' and issues such as Apartheid, the Hesters communicate with a similar purpose.

"We express everyday life," said Pearl. "We tell something people can relate to."

The musical message of Hoipolloi somewhat varies.

"A lot of bands go out and say 'we're making a social statement'," said Stockdale. "That's fine, but we want to have fun and we want people to have fun.

No matter what the differences are, most are in rock bands for somewhat comparable reasons.

"I wasn't good at sports, so music became to me what football is to others," said Epstein.

According to Stockdale, the most enjoyable experience with the band has been the performance itself. Citing a function at a Unitarian Church retreat, Stockdale recalled the enjoyment of the audience as they danced near the band.

Pearl, on the other hand, points out the comradery gained from being in a band.

"There's no leader of the band," said Pearl. "If I bring in a song, we all lend our two cents in and it all meshes together."

As rewarding as the actual experience is, being in a band can have some major effects.

[illegible] but I'm really happy with what I do," said Epstein.

Being on a band also affords new opportunities to meet people.

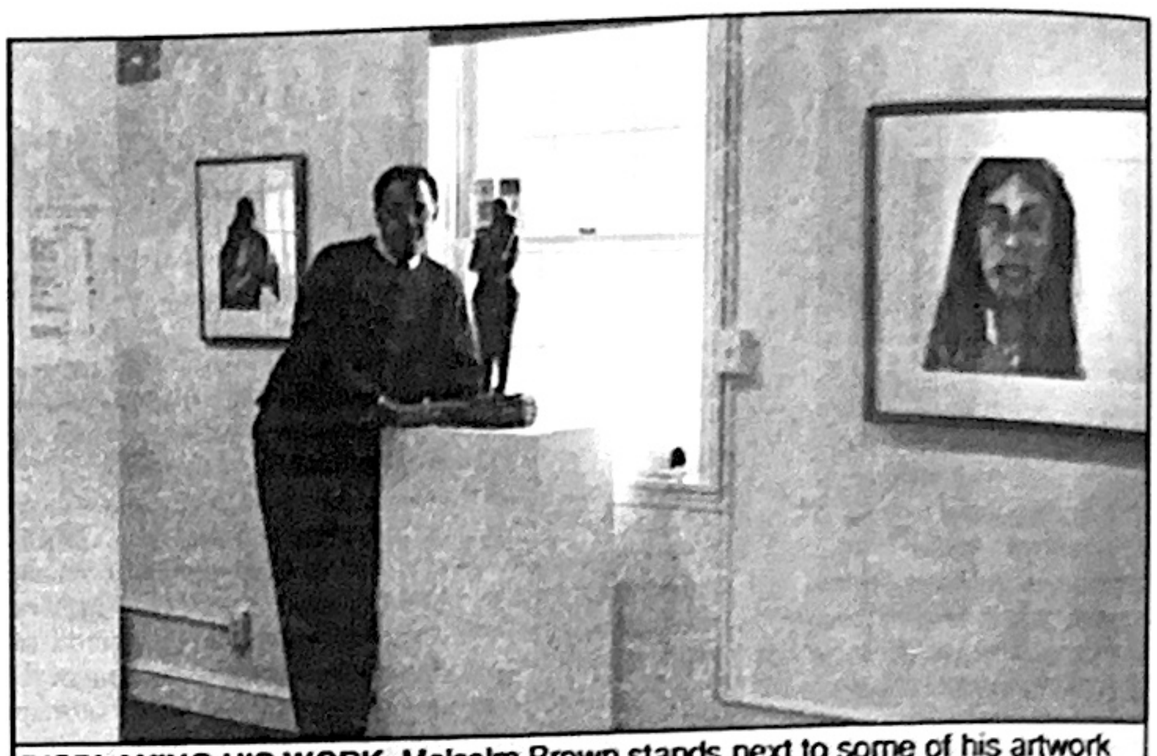
"A couple of people came to our gigs and it became real easy to get acquainted with people," said Pearl.

None of the bands are, as of yet, certain of the future. This is not the predominant concern for many of the bands.

"I doubt if we'll make it big, but that's not what we're in it for," said Pearl. "We play at a different level. It's a form of meditation."

Epstein had a different view in summming up.

"It's an expression of ideas that a lot of people enjoy and some even appreciate," he said.



DISPLAYING HIS WORK Malcolm Brown stands next to some of his artwork at his gallery on Chagrin Blvd.

Shakerite Photo by Josh Harris

Brushing Up...

Teacher mixes teaching and art

BY ELIEZER GURARIE
Staff Reporter

Seascapes with haunting gray skies and gaunt fences, portraits of grim children sinking in a brown-green blot of color, vivid abstract paintings with richly textured shades of purple and magenta.... It is the medium of watercolor taken to the heights of artistic talent by professional artist, lecturer and Shaker art teacher Malcolm Brown.

A teacher in Shaker since 1969, Brown has received a variety of honors for his art and for his teaching, including the Henry O. Tanner Award at the National Exhibitions of [illegible] Ohio Art Teacher of the Year Award. He has also sold works of art to corporations ranging from the City of Shaker Heights to Standard Oil and Ohio Bell.

"When I receive an award or sell a painting to a major corporation or magazine , I consider that a sort of peak in my career," said Brown.

Along with teaching, Brown produces anywhere between five and seven paintings a year, as well as hosting around four or five exhibitions annually. He also teaches occassional classes at the Cleveland Institute of Art, has acted as a juror at various painting demonstrations and exhibitions and manage, along with his wife, the Malcolm Brown Gallery, located on Chagrin Blvd. Nonetheless, he said that his favorite activities by far are painting and teaching.

"Art is the window through which I share my artistic vision and emotion... my aim is to capture the flavor of time and space.." said Brown. "I'm constantly trying to create exciting paintings. I spin off and I enjoy doing it. The greatest sensations come when I get spontaneous results and nuances while painting."

Brown's said his greatest inspirations come from the world around him, especially the particular atmospheres provided by places such as ocean beaches and the American Southwest. A recent trip to Mexico also provided much subject matter.

"I am influenced by [painters] such as John Singer Sargent and Winslow Homer, but my source of inspiration comes from that which surrounds me," said Brown.

The surrounding world is most vividly reflected on canvas via Brown's most favorite medium, watercolor.

"It [watercolor] has been my favorite medium for more than two decades," he said. "As I have conquered the fear induced by its unpredictability, I have become almost masochistically involved with its challenge."

Nonetheless, Brown said teaching plays an equally important part in his life.

"I really enjoy spreading my skills to students and seeing how [the students] develop and learn," said Brown.

Brown's artistic involvement in his classes adds much to his teaching, according to students.

"[Brown's] a good teacher because he really works in class," said junior Kyle Norrie. "Not only does he teach, but he also demonstrates his own painting talents in class."

Choir performs at Martin Luther King Jr. tribute

BY MARK SMITH
Staff Reporter

As students from the Shaker Heights Choir began the African-American spiritual "Lift Every Voice and Sing," the entire audience at the City of Shaker Heights' celebration honoring Martin Luther King, Jr. spontaneously stood, clapped and sang along.

The celebration, sponsored by the Human Relations Commission of the City of Shaker Heights, was held at the First Unitarian Church of Cleveland on Jan. 16. The choir played a major role at the tribute, which featured important political and religious speakers discussing the significance of King's message of racial harmony.

The director of the choir performance at the King tribute was Ron Morgan, who was aided by Assistant Director Robert Schneider.

Senior Micheal Jeans, a member of the choir, remarked that the program was an "excellent tribute" of King and the legacy he left behind for his country.

"It is important that each community shares their memories of Martin Luther King so that people don't forget about the impact that [King made on promoting racial harmony and justice]," Jeans said.

Junior and choir member Colette Jones also felt the ceremony was necessary to hold.

"It was important in that we were honoring a very important person in our history," Jones said. "The mixture of people [present at the observance] showed that people of different races and creeds can live and worship together in harmony."

While both Jones and senior choir member Joanna Moore said that their performance of "Lift Every Voice and Sing" was particularly moving, Jeans felt another song, sung by the audience to open the program, captured the spirit of the King observance.

"'Let There Be Peace on Earth' was very appropriate since it promotes peace, but in other than just race relations," he said.

Those attending said that the choir was well received by the audience, not only because of the important messages their songs conveyed, but also because the school choir itself is representative of racial integration.

The New York Times, which published an article about Shaker Heights in its Nov. 30 issue, mentioned the choir in the article.

"There is great pride in the racial symmetry of the chess club and the A cappella Choir [at Shaker Heights High School]," wrote Times' reporter Isabel Wilkerson.

Jeans agreed with the reporter.

"The choir is one of the most integrated groups at Shaker, along with SGORR [Student Group on Race Relations]," he said. "The choir has to have a lot of rehearsals and needs to work together. Choir is about blending, not one person can be louder than another. You have to be able to interact with one another to do a good job,"

Moore also mentioned the racial balance the choir has attained.

"The choir does not exclude anyone [from joining]," she said. "No one feels uncomfortable."

Morgan said that the performance brought together the A capella Choir, the A capella Woman's Choir and the Men's Concert Choir into one group of 120 singers. He added that the choir has been performing in the King celebration for the past five years and that participation in the event will continue annually. Morgan also felt the service was important for the choir.

"The service, in bringing all the choirs together, showed the significance of honoring Martin Luther King and that the students are proud to be in the service and in the choir," Morgan said.

He added that the choir represents the unique ability of the high school and the city to promote racial harmony.

"We're a well integrated group representative of everything in Shaker Heights," said Morgan. "[The choir] demonstrates that integration is clearly working. It is a testament to all the social dynamics of the city."

Depressed teens often lack professional help

BY NANOR TABRIZI
Staff Reporter

The world looks perpetually gray, and you are feeling blue. Everyone feels this way occasionally, but for some teenagers these periods of dejection are not fleeting and can lead to more severe depression.

According to Shaker Youth Center counselor, Diane Nichols, some degrees of depression are considered normal.

"Everyone gets depressed at different times of their life. A lot of teenagers become depressed and come [to the Youth Center] crying and scared of how they are feeling," Nichols said. "Teenagers often feel inferior to others and beat up on themselves. It is when this behavior continues for more than six weeks that a depression becomes severe."

Symptoms of depression often include changes in one's personality and behavior. Such symptoms may be withdrawal and isolation, a lack of energy, changes in eating, changes in sleeping patterns, mood swings and a drop in grades.

Although symptoms of depression are common among many depressed people, their sources vary.

"Today's teens are facing increased pressure and demands both at home and at school. The risk of depression is increased by factors such as disruption in the family, frequent moves, higher expectations of academic performances and peer pressure." school psychiatrist Bonnie Jasiunas said.

Many times, however, a teenager has no control over the source of the depression and may not even be aware of the stressor.

According to an April,1991, issue of *Woman's Day* magazine, a person may react weeks and even years after an event that triggered depression.

According to Nichols, other factors of depression may include diseases, vitamin deficiency and drug use, including some over the counter drugs.

Shakerite artwork by Kathryn Schulz

Once depressed, teenagers may turn to friends for help.

"Within a certain circle of friends, everyone has a lot of the same problems," sophomore Patrice Battle said. "So it's easy to get support from friends because they probably have the same problems."

According to the April, 1991, issue of *Teen Magazine*, the best way to help a depressed friend is to listen. While there is a tendency to console by offering advice and saying things like, "But you've got so much to live for...." these sort of comments do not often do much good.

Battle was able to fall back on her religion in order prevent depression following her sister's death.

"I cope through prayer," Battle said. "We are taught that when you ask, you will see.

"My sister just died, and I never got depressed. The way I think of it, she's in a better place now than when she was alive and had a lot of problems," Battle said. "Her death is more my problem than hers."

Despite the fact that teenagers do find ways to cope with depression, most do not turn to professional help.

Teen Magazine said 20-30 percent of depressed teenager who need professional help never receive it; 85 percent of depressed teenagers handle their depression on their own.

"I highly recommend talking about your problems and receiving counseling. The Shaker Heights Teen Youth Center will help to evaluate the problem and we will contact the parents so that students can receive further treatment," Nichols said.

Teen Magazine said most cases of suicide can be linked to depression. It also stated that suicide among teenagers has tripled since 1950 and that more than 100,000 teenagers between the ages of 10 and 24 commit suicide each year.

In the end, however, it is really up to the depressed individual to seek help and try to end depression.

"The rate at which a depression ends has to do with how much a person is willing to work, how much they are willing to change and how well they can start coping with problems," said Lisa Middleton, a registered nurse at St. Luke's Hospital.

Local businesses no exception to rules of recession

BY KIM RATHBONE
Staff Reporter

It can no longer be denied that the United States is in the middle of a recession, but its influence on Shaker Heights businesses is not clearly defined.

David Markowitz, manager of Booksellers at Shaker Square, expressed growing concern for the Shaker community.

"There are a lot of people who are looking for work who are over-qualified," Markowitz said. "We receive applications from people with multiple degrees who are looking for a part time job."

Steve Sherwin, manager of The Chagrin Department Store at Shaker Square, blames the media for discouraging consumers.

"[The media] has affected the customer's attitude," Sherwin said. "People are not buying things they want, only what they need."

Many companies throughout Shaker are taking various precautions to ensure their companies' safety. Cutbacks in advertising, overstock and work hours are common.

"We have cut back hours and inventory so we can funnel that money into such areas as store maintenance. We have to please the customers before we please ourselves," Sherwin said.

Jonathan Irving, manager of Radio Shack at Van Aken Shopping Center, is trying to use the traditional sale signs to influence customers to shop at his store.

"We are cutting prices on a lot of items, some more than 50 percent. We are hoping this will attract customers," Irving said.

Joseph A. Bank Clothiers has tried other methods to prompt consumer spending, such as initiating their own credit card. The card allows the owner to purchase any regular priced item at 20 percent off.

The Gazebo Shop of the American Cancer Society at Shaker Square, designed to benefit the society by giving their profits to the education and research of cancer in the greater Cleveland area, views sales as the least of their problems. Merchandise is obtained through donations, the amount of which has declined because of the recession.

BARGAIN HUNTING. A shopper at the Chagrin Department Store at Shaker Square has the store to himself as he examines the merchandise. Store manager, Steve Sherwin, blames the media for instilling a fear of the recession in consumers' minds.
Shakerite photo by Jason Hamilton

"People are holding on to their things a little longer," Dorothy Dixon, manager of the Gazebo Shop, said.

While some businesses have dramatically felt the repercussions of the current recession, the recently opened Great Harvest Bread Company at Van Aken Shopping Center has not been greatly influenced.

"We've been very pleased and relieved with our start up," store manager Sheri Edison said. "Bread is a basic staple. People can afford us."

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Shakerite Pizza
A NEW AGE IN PIZZA SATISFACTION

Night custodian appropriately called 'helper'

BY SARAH STEWART
Feature Editor

His friends call him a "do-it-all," and after listening to night custodian Ezra Levert for only a short time, the title appears to be accurate.

Working as a custodian is his current occupation, but past job experiences and long term goals and dreams define Levert's inspirational spirit.

Looking back on all his jobs, Levert said his favorites have been situations in which he was helping others.

"I like being a helper most of all. I help anyone I can," Levert said. "My first name is Ezra, which means helper. When I learned that, I laughed."

Levert said he enjoys talking with students who remain after school at Shaker and is always willing to listen to their problems.

He found another outlet for his helpful urges when he worked as a therapist at Parmadale, a home for delinquent and troubled children and as a nursing assistant at St. Luke's Hospital and a nursing home.

"[At Parmadale] I was trained how to react in certain situations. When the kids would have traumatic fits or throw tantrums, they would have to be restrained, often physically," Levert said.

He jokingly added tha t t he hardest part of the job was the carpet burns.

"The carpet burns were the worst thing. That's the most I have to show for it," Levert said, pointing to his forearm.

Levert worked at a nursing home for two years around 1980 and recalled incidents surrounding his favorite patient, Mr. McCoy.

"He could walk pretty well, he was a little senile," Levert said. "He was always trying to leave the building, so we called him Houdini."

In one instance, in order to prevent him from wandering off, Levert said he tied his wheelchair to a rail using knots he had learned in the navy.

"In about 20 minutes I came back down the hallway, and he was gone. Then it hit me. He's on his way out of here," Levert said.

The occupations of surgeon and teacher are positions that Levert said he would have liked to enter.

"I would be the type of teacher where you would want to come to my class," Levert said. "I think those are the best [educators], but that is an attribute a lot of teachers don't have."

Levert described working as a surgeon as restoring someone's life and goes back to his image of "the helper."

"There's a thing I saw myself as once and that's a surgeon. Some people look at that and they get sick; I'd love to put these people back together, and then they could function again," Levert said.

While Levert sees these careers as somewhat out of reach at this point in his life, he hopes that a successful singing or acting career is more tangible and has not let his job as custodian slow his enthusiasm.

"There are other things I'd like to be doing.

"I have relatives in the [music] field, Levert and the O'Jays. I know I'll make it in this field," Levert said. "I'm working on a demo-tape and once the demo-tape is done, I'll send it to Trevel Productions. They will listen to the tape and if they like it, we can start working on getting a contract with a record company."

Levert said he would have to clear $50,000 in one year's time in the music business before he could rely on it as his sole income.

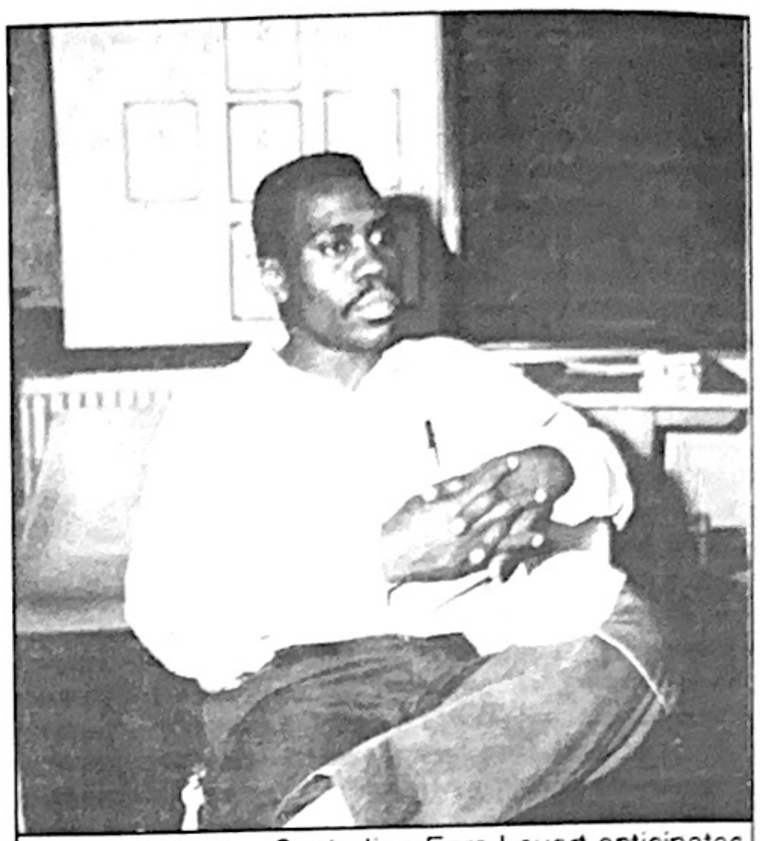
After music, Levert's interests lie in acting. Watching the Cosby show one night, he was inspired to write a script that turned out to be similar to the direction that the show's producer took.

"It just let me learn that things are right," he said.

Although he expects success in his music or acting career, Levert understands that his first priority is his job at Shaker and works his hardest to do the best he can as a custodian.

"I have stepped further than some of the other guys," Levert said. "I am always trying to make my life work better.

"My supervisors never have to come behind me here, and if they do come behind me, they don't find much of anything I've left behind."



DOING IT ALL. Custodian Ezra Levert anticipates a successful career in music but emphasizes that his immediate priority is with his current position as a custodian. *Shakerite photo by Blane Sims*

Levert's custodial shift ends at midnight. He returns home, immediately jumps into the shower, watches a few hours of T.V. or works on his music and is usually up the next morning by 10 a.m.

The father of a 12-year-old girl, Levert sets aside time to spend with his daughter and also manages to work as a mechanic, carpenter or lock installer on occasion to make extra money.

"On the days I feel like it, I can put some time into making some extra money.

"I'm a very busy person," Levert said. "I can't sit around, I go nuts."

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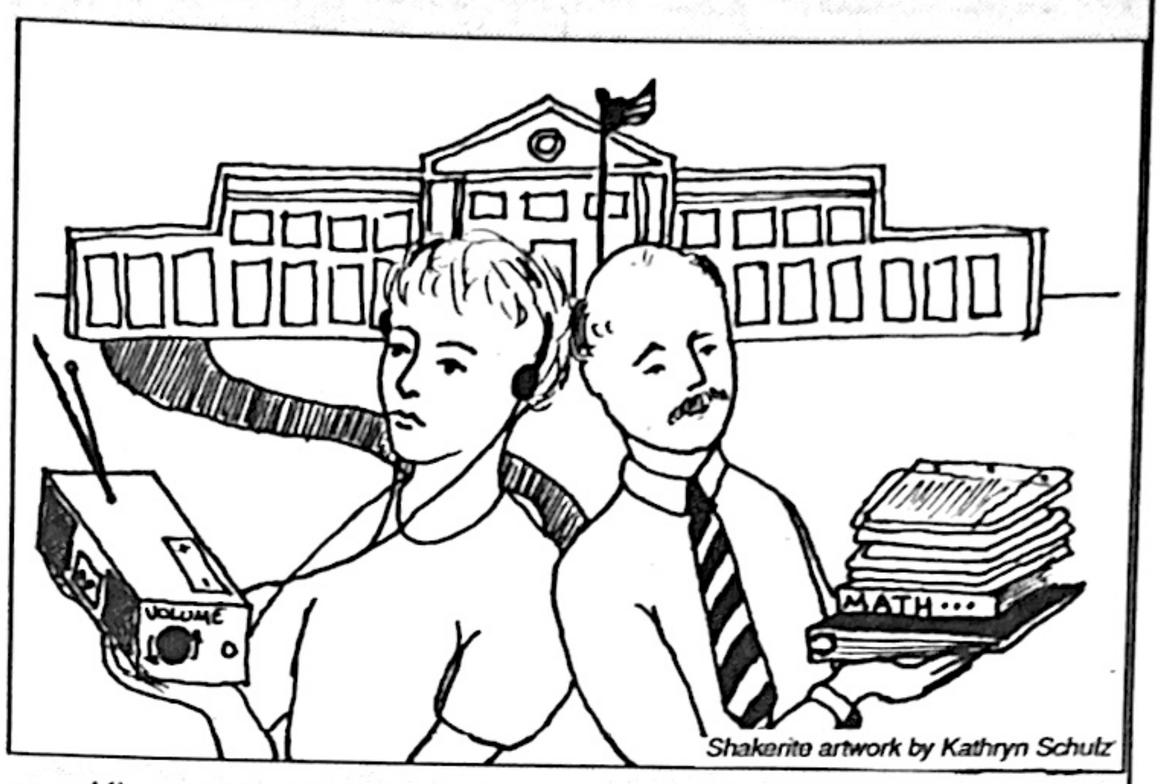
Students deny teachers exist out of school

BY MELISSA MILLER
Staff Reporter



Shakerite artwork by Kathryn Schulz

As the school doors close behind you, you leave the world of learning and finally go home. But opening your math book later that evening, you can't help but wonder what Mr. or Ms. Math teacher is currently engaged in.

A teacher-student relationship generally occurs within school, leaving students to only imagine a teacher's existence elsewhere.

"I just think they become unplugged and go away," junior Joel Freimuth said.

Other students deny that teachers lives consist of more than school.

"I can't imagine them having social lives. They just do things at home," senior Michelle LaManna said. "You think of them as teachers who go home and grade papers and think of new things for us to do, instead of going out like real people."

Math teacher Walter Slovokowski views about what students think teachers do in their spare time is similar to LaManna's.

"They think all we do is go home, grade papers, make lesson plans and talk about them," Slovikovski said.

Some students look past the teacher image and envision their teachers leading normal lives outside of school.

"[Teachers] do what any normal person does, like going out to dinner or running errands," freshman Toby Kramer said.

When students encounter teachers outside of school, they realize that they are average people with lives away from school.

"I've seem my theater teacher at Arabica a lot, and I think they are just normal people on weekends," freshman Julia Rossi said.

Sophomore Lindsay MacDonald, daughter of social studies teacher Susan MacDonald, has first hand knowledge of what teachers do on the weekends.

[MacDonald] swims everyday, on weekend nights she goes out with my dad, she reads history books for fun, she grades papers and she mothers," Lindsay said.

Healthy distance needed between teachers, students

BY STEVEN FOX
Guest Writer

COMMENTARY

Several years ago a student wrote me a note just before she graduated. She said that she couldn't imagine what it was like to be a teacher at the end of the year, to have worked closely with a hundred or more students, to have built a personal relationship with them, and then to say goodbye, knowing that most of them were walking out of your life forever, that you'd never see them again. It must be, she said, like death; and how can a person go through that year after year?

In some ways she was right. The end of a school year is a little like that. You say goodbye to people you've come to know and care about, and you keep whatever emotional reactions you have to yourself. You hope that the kids you care most about know that and make an effort to keep in touch, but most don't. There will be a visit at Thanksgiving, perhaps a Christmas card, and after a short time, even the most ardent letter writers go their ways and leave your life forever. A few rare individuals, though, become friends of long lasting, and you treasure them specially, perhaps because they symbolize the hundreds or thousands of people who had once been a part of your life, but are no more.

The more you know about people the more you care about them. When I know a person only superficially, entrances and exits into and out my life don't mean much to me. But when I know that person well, interactions become significant, and one connection links itself to the whatever happened before and anticipates whatever is to come. If that relationship ends suddenly, it leaves an emptiness, a sorrow, pain.

Teachers cannot avoid this trap. Our relationships with our students are anything but superficial, and the severing of those relationships certainly can hurt. One way to prevent that pain is to put on a kind of protective armor that will keep the relationship from becoming too familiar. A professional rather than personal relationship is easier to accept the end of. Getting caught up in someone's personal life is almost certain to create the kind of bond that is hardest to break. My graduating student saw it clearly. It is simply too hard to go through it every summer—for me it's been 23 years and a total of between 2000 and 2500 students. The emotional strain is too great, and a person can't subject himself to that much loss and that much sorrow year after year after year.

Therefore I don't give over much of my time to thinking about my students having lives outside of school. It isn't good for me, and it makes it harder to do the work I am here to do. What my students tell me about their personal lives I willingly, sometimes eagerly, hear, because the truth is I do get caught up in what they are interested in and what else is happening to them. But in the long run, it's better if I don't.

Steven Fox is an English teacher at Shaker Heights High School.

Valentine's Day sparks memory of grade school holiday partying

BY LAURIE GREEN
Staff Reporter

Submerged in red and pink construction paper, doused with layers of glue and with hands tattooed from magic marker, an excited elementary school student prepares for Valentine's Day.

In comparison, high school students often prepare for their Feb. 14 celebration by rapidly placing orders for carnations for their friends.

A traditional Valentine's Day in elementary school consisted of class parties and sharing valentines with friends.

"Valentine's Day used to be a lot of fun because we would always make valentine mail boxes out of brown lunch bags and then decorate them with hearts," senior Michelle Vitantonio said.

Sophomore Brandon Galloway said that Valentine's Day was special in elementary school because everyone in the class was included in the celebration.

"It was always a special day because I received a card from everyone in the class," Galloway said.

Many students said there is a noticeable difference in the way Valentine's Day is celebrated once entering the upper grades.

"Valentine's Day becomes more personal in high school and centers around people who are dating," junior Cecilie Davis said.

Loss in Valentine's Day spirit can be attributed to the teachers' and administrators' lack of enthusiasm, sophomore Attila Kirjak said.

"In elementary school, it was always the teacher who planned everything and instilled the excitement in students, but here teachers shrug it off and treat Valentine's Day like any other day," Kirjak said.

Many students still participate in traditional Valentine's Day rituals such as wearing red and white and passing out valentines and candy.

"Every year I pick out one class and pass out valentines to everybody. I think it is important that no one feels left out on Valentine's Day, which often happens when carnations are passed out," Rossi said.

Even though Valentine's Day appears to change throughout the years, many students said that this holiday remains a favorite.

"I've always liked Valentine's Day because it is a day to show your love and friendship toward people you care about," senior Laura Hoppe said.

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Swim teams wrap up season with strong district outing

BY CLAY WEINER
Staff Reporter

It is pretty easy to recognize a Shaker swimmer and it is usually easy to find them. They are either practicing or at home sleeping, regaining energy from harsh participation.

Similar to previous years, the mens and womens teams were again productive. The talented team was coached by Ernest Welsch, Colleen Melley and Andrew Eggleston. The teams consider this talented and patient threesome a major reason for the successful year.

"The coaches are very encouraging," said freshman Rachel Burns. "They are not afraid to tell you when you've done something wrong, which is one good way of motivation."

Burns placed third in the 100 yard breast stroke at district competition, which was last weekend.

"Following the district competition, I was pretty proud of my performance," said Burns. "I owe a lot of that to my coaches as well as my teammates."

According to the swimmers, the primary reason for their success is the dedication to the sport and the time they put into training. Training involves continuous practice in the pool and weightlifting.

Even during winter vacation, the swimmers swam once or twice a day to stay in perfect shape.

"When we aren't swimming,the chlorine sting in our eyes is enough of a reminder of the sport," said senior freestylist Jennifer Friedman.

The swimming season is rather long and for a few, it encompasses the entire year. When they have a chance to strut their stuff and compete in meets, therefore, they are usually nervous and excited.

"I think the meets are a place where the team can prove that all the work they put forth was a worthwhile effort," said junior Diego DeAcosta. "We spend months preparing and as quickly as it comes, it ends."

Shaker fared well this past weekend, and according to some, did much better than they were expected.

"This year we did really well—better than most thought we would have," said junior Mike Melley. "There is definitely a lot of strength in the freshman on this team and next year will probably turn out to be one of the best for Shaker in a long time."

This past weekend, DeAcosta placed second in the 500 yard freestroke competition. Melley won the 200 meter freestroke competition. Burns' performance will send her to States, as well. They will be joined by eight others.

PERFECT FORM. Junior Mike Melley glides through the air right before he enters the water at last weekend's district tournament. Melley won the freestroke competition and will be going to the state championship this weekend. Ten other swimmers will be joining him.
Shakerite Photo by Josh Harris

Success at the district tournament included three relay victories for the mens and womens teams combined.

The mens 200yard medley and 400 yard free relay and womens 200 yard medley teams all advanced to state competition. Freshman Ryan Smith praised the team's bond and cooperation and lauds the strong personalities of his mates. He said the team's relationship enhances the atmosphere, which is best for everyone.

"Sure we have a great deal of strong swimmers on the team, but more importantly, the team has a lot of good people," he said. "We stick together like a big family and that makes everything work out in the end."

Adventures of outdoor sports lure students to nature

BY JON JABLOW
Staff Reporter

Many students here partake in sports that are not ordinarily viewed on television or receive much attention. Sports such as white water rafting, horseback riding, hiking and skiing are examples of these outdoor adventures in which many students are active.

According to the participants, these sports involve a confrontation between man and nature, unlike the competition in football and baseball, for example.

One of the most popular outdoor sports is white water rafting. Senior Brice Caldes has rafted for several years in both Colorado and North Carolina.

"It is an incredible adrenaline rush," he said.

Caldes said that rafting is relatively safe, which he felt is contrary to popular belief.

"There is some hazardous risk but usually there are guides placed in your raft to help control," he said. "They are also on the rocks outside the raft to throw you a rope if you should fall out."

According to senior Simon Waldbaum, rafting can be a harrowing experience.

"Rafting starts out slow but in the middle of the heavy waves it can be exhilarating," he said.

It is these waves, according to Caldes, in which the danger of the sport thrives. On one of his trips, Caldes fell out of his raft and got trapped under water.

"It felt like an eternity because you get wrapped up in the movement," he said. "Fifteen seconds feels like five minutes."

Another outdoor sport which lures many students is skiing. Senior Josh Moskowitz, who has skiied in Canada and Colorado, describes skiing as a "refreshing feeling."

"The most important element of skiing is control and knowing your limit of which hills to ski," he said.

Sophomore Tristin Goldberg, who believed that she belongs on the slopes as well, had good advice for skiing safety.

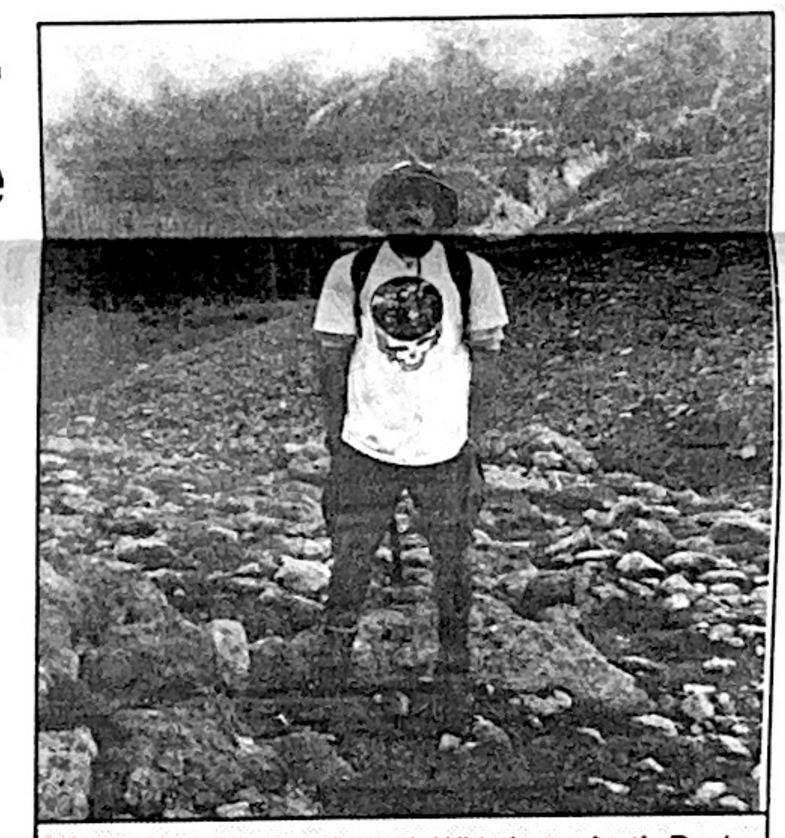
"Skiing up to your ability and not beyond ensures the safety of each skiier," she said.

Moskowitz, on the other hand, said that taking risks can help one learn from mistakes.

"If you don't fall at all, you are not challenging yourself enough," he said.

Horseback riding is another hobby that has captured the attention of several students.

"Riding is exhilarating because of the surroundings of nature and doing what I love best," said Michelle Stevens, who has been riding horses since third grade.



A PICTURE WITH A VIEW. With the majestic Rocky Mountains behind him, senior Simon Waldbaum poses during a break of his mountain tour. Waldbaum camped in Colorado through a college program this summer.
Photo courtesy of Simon Waldbaum

Stevens sighted the ability to contain a horse as being the most gratifying accomplishment.

"The most rewarding experience a rider may have is conquering a horse who is challenging, thus making a frustrating ride into an enjoyable experience," she said.

Junior rider Jason Cohen agreed that overcoming a challenge is truly rewarding.

"When the horse controls you, you have to stop and regain your composure before you attempt to take control of the horse," he said.

One of the most grueling sports is hiking. Jeremy Bishko, a senior, described it as being a quintessential combination with nature.

"It is clean air and water pure enough to drink and emersed in nature," he said.

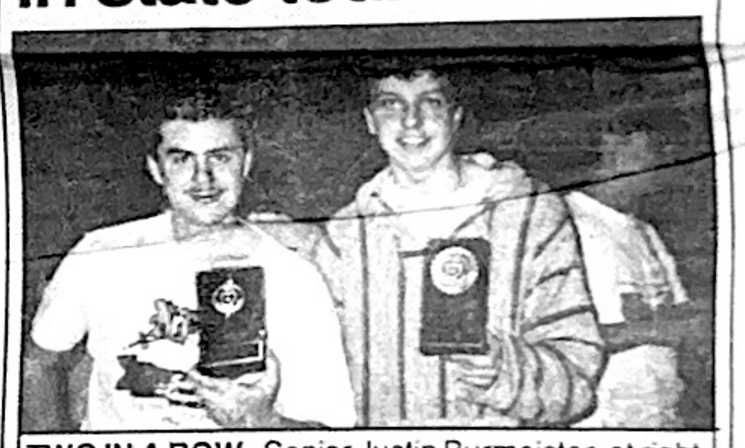
Senior Michael Feuer said hiking is the only way to experience the beauties of nature.

"The only way to appreciate nature is to walk it," he said.

He also cited the prime benefit of hiking is getting away from city life.

"Being away from the city, cars and other people is just one of the benefits of hiking," he said.

Fencers finish strong in state tournament



TWO IN A ROW. Senior Justin Burmeister, at right, proudly displays his first-place trophy, his second straight win in two years. Ken Lohnes, at left, was runner-up.
Photo courtesy of Justin Burmeister

BY ANTHONY SWERTLOFF
Sports Editor

Led by senior Justin Burmeister, three fencers representing Shaker placed third in the mens team event at the Ohio School Fencing Championships on Feb. 1.

Burmeister, the team's captain, won the individual foil tournament, becoming the mens fencing championship for Ohio high schools. Junior Brendan Sheeran placed second in the mixed Sabre event.

Burmeister, Sheeran and junior Eliezer Gurarie composed the smallest team in the tournament and beat teams sporting at least six members. The two teams which beat Shaker, Northmont, with 14 fencers, and Western Reserve Academy, with six fencers, had the advantage of being the only schools in the state with varsity fencing programs.

"Our team did excellently, considering that we outplaced teams with twice the people we had," Burmeister said.

With an overall record of 20 wins and one loss, Burmeister coasted into first place.

"It was a long and grueling tournament, lasting 10 and a half hours, so I was very excited about winning my last crucial bout 5–1," he said.

Burmeister also won the tournament last year and was impressed with the improvement of the competition.

"The improved quality of the fencers at the tournament is encouraging, as it reflects the increase of interest and support for fencing in Ohio overall," he said.

Burmeister, Gurarie and Sheeran, along with juniors I-Han and I-Huei Go, also plan to attend the Junior Olympics in Kansas City this weekend.

Athletes must hurdle tougher regulations

BY ANTHONY SWERTLOFF
Sports Editor

Every February is Black History Month, which reminds us to recognize the numerous achievements accomplished by blacks throughout history.

Unfortunately, we often overlook the prestige and success of the black athlete during recent times. They have changed and molded every sport in which they have participated—for the better.

Over the last 50 years, the black athlete has added new dimensions to such sports astrack and field, football, baseball and basketball. Competition has increased with their involvement and so has the number of broken records.

Of all the sports in which blacks have taken part, they have most drastically affected the game of basketball.

Invented 100 years ago, the sport of basketball has changed ever since the presence of the first black hoopster in the 1950s.

We saw Wilt Chamberlain score 100 points in one game. We saw Julius Erving, a.k.a Dr. J, become the first man to take off from the free-throw line and dunk. We saw the devastating hook-shot of Kareem Abdul-Jabbar. Now we see Michael Jordan, who rakes in hundreds of millions of dollars yearly.

Moving closer to home, we see many African-Americans playing basketball every day. Our mens basketball team is a prime example. And so is their excellence.

Our football program is dominated by the youthful black athlete. Their presence is rising in volleyball, baseball and wresting. What has it given us?

At the moment, we are more confident than ever about our teams' success. They have proven their athletic potential and the color barrier has forever been torn down.

We do have a problem, though. As black athletic prowess has grown, so have poor, if not failing, grades. The black athlete's ability to pass classes and remain eligible has become increasingly difficult.

Is it because of a deconcentrated effort on school? Is it due to the ever-challenging rigor of new courses? Has the black athlete lost hope in academic success, relying solely on athletic capability?

No one knows for certain the true answer(s). We do know, however, that if grades do not begin to rise, the presence of black athletes in college sports will fall due to toughened regulations.

The laws on athletic eligibility have become more strict to ensure a sound educational background to complement an athletic one. Proposition 48 will soon be history. Under this regulation, an athlete needed a minimum 700 score on the SATs and at least a 2.0 GPA.

Effective in 1993, a modification of Proposition 48 calls for a minimum 900 SAT score and a 2.5 GPA. The standards have been raised. Only time will tell of their ultimate consequences.

SPORTS COLUMN

One thing that is apparent, however, is the unfortunately high number of black athletes ineligible for college sports. We read about it when college coaches are under fire for illegally allowing an athlete to participate.

With the newer law, the cases of ineligibility should undoubtedly rise. We can combat it, however, by beginning to ensure the academic success for all potential collegiate athletes. Let us start within the doors of this high school.

All athletes must willingly seek a successful education. All teachers must be willing to give one. The latter group poses no problem, for it constantly strives toward this goal.

It is our athletes in this school that need help and encouragement. Always keep in mind that the vast majority of athletes meet the legal requirements. The few that do not or will not are the ones that need the attention.

These students need the motivation to learn. They need it from the home and from their peers. They must realize that sound athletic skills do not necessitate a guaranteed role in professional sports. In fact, one out of every 10,000 make it to the big leagues.

They must see, therefore, that their chances are slim to making it to the highest echelons of any sport. They must realize that a sound education, on the other hand, more than likely guarantees employment.

Most jobs in the workforce today require a high school diploma. Unfortunately, this diploma does not represent overall intelligence and academic ability. A student who receives high grades gets the same diploma as one who receives below average grades.

An education goes beyond this mere certificate of graduation. Many jobs require testing before possible employment and low scores will not help one's chances for a job. Every student must see that an education goes beyond eventual high school graduation and intelligence, not a diploma, will determine one's ability to successfully find employment.

Furthermore, the parents and siblings have to encourage them. It is the home environment that is most influential in a teen's life and parental support and guidance should help place these athletes on the road to a quality high school education, rather than to a worthless certificate of attendance.

Their friends and classmates must "egg" them on, too. No on wants to see a friend become a failure in life due to a poor education.

If these athletes in potential trouble understand the benefits of an education, then they can participate in collegiate sports, pursue a college education and find a steady well-paying job.

Certainly school can be a bore and tiresome, but it is well worth the effort. The amount of time and effort spent in the classroom is directly proportional to the kind of job one will receive in the future. If all of our athletes see the advantages to a sound education, then they too will join the rest of productive society and become essential, permanent building blocks for our future.

Sports Trivia

Tribute to the black athlete

Since the early 1900s, there has been a total revolution in the sporting world. The transistion of the black athlete from sideline spectator to stars of the games has redefined professional sports.

It began with the 1936 Olympics, when Jesse Owens won the gold in track. The entire world was shocked by this enormous feat.

Twelve years later, Jackie Robinson became the first black baseball player to break the infamous color barrier. Robinson, who played for the Dodgers during his career, won Rookie of the Year in 1947 and Most Valuable Player in 1949.

Jim Brown was next in line as he became one of the best running backs in history in the game of football. He also excelled in lacrosse and therefore was a multi-professional athlete.

Then there is basketball. Names like Bill Russell, Wilt Chamberlain, Julius Irving and Earvin "Magic" Johnson. All set records in every possible category and all will be remembered as true pioneers of the game.

To test your sports trivia knowledge, here are a few questions that range from simple to undoubtedly impossible:

1. scored 100 points in an NBA game
2. knocked out Joe Louis
3. won several track medals in the 1988 Olympics
4. one of the few Hall of Fame pitchers in the Indians history
5. the only person to ever win two Heisman trophies
6. attended Power Memorial High School in New York
7. first black athlete to enter Major League Baseball
8. excelled for the Browns and became a movie star
9. won several gold medals in 1956 Olympics
10. led North Carolina to the NCAA Championships in 1982
11. a head coach of an NFL team
12. President of baseball's National League
13. former Wimbledon champion
14. Doctor "K"
15. current golfer
16. nicknamed for a large kitchen appliance
17. former Super Bowl champion quarterback
18. former decathlon champion
19. TKO specialist
20. Houston Oilers quarterback

Answers

1. Wilt Chamberlain
2. Ezzard Charles
3. Florence Joyner
4. Satchel Paige
5. Archie Griffin
6. Kareem Abdul-Jabbar
7. Jackie Robinson
8. Jim Brown
9. Wilma Rudolph
10. Michael Jordan
11. Dennis Green
12. William White
13. Arthur Ashe
14. Dwight Gooden
15. Jim Dent
16. William Perry
17. Doug Williams
18. Rafer Johnson
19. Mike Tyson
20. Warren Moon

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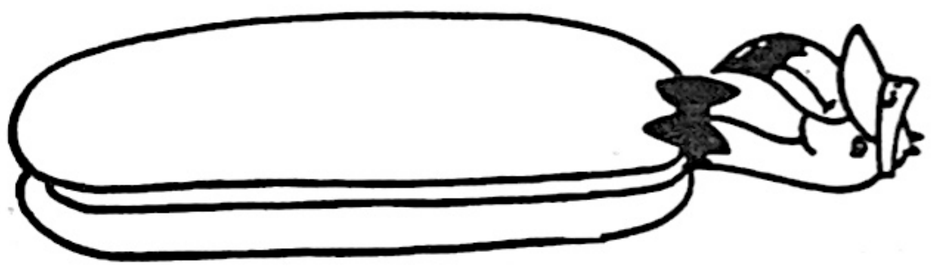

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Sims having super season; astounds scouts

BY JON JABLOW
AND CAMILLE LAMPKIN
Staff Reporters

When pondering over the recent success of the varsity basketball team, one name clearly comes to mind. Malcolm Sims. The Malcolm Sims. The highly recruited and respected Malcolm Sims.

Sims, a 6' 4" senior forward who has been playing all four years of high school, has been heavily recruited from schools all around the country. Fortunately, the season has been going well for him and the team. In fact, Sims was mentioned recently in USA Today as one of the top high school basketball scorers.

"This year is my favorite year," Sims said. "I get to showcase my dribbling skills and shoot more from the outside."

The scouts have seen his highly-regarded potential and lavish him with compliments. Sims has even been compared to former NBA player Clark Kellogg, who graduated from St. Josephs in the 1980s. Sims is the only high school basketball player other than Kellogg to receive Most Valuable Player honors during the sophomore year.

"I haven't seen him play, but I appreciate the compliment, and I am proud to be compared with him," Sims said.

Despite constant attention by the scouts of various skills, Sims is also concerned with the college curriculum which he will pursue.

"I want to major in business administration or management," he said.

Sims made a verbal committment to attend Indiana University on Monday.

"I want to play in the Big Ten," he said. "You can't go wrong playing Big Ten Basketball. I also like that they have a high rate of student graduation."

A FACE IN THE CROWD. Amidst the presence of five opponents, Senior Malcom Sims grabs a rebound during last Friday's game against Normandy. Shaker won, 82–68, which entitled them to a league championship game vs. Valley Forge this past Tuesday. Sims is the leading scorer and rebounder on the team and has been the Plain Dealer's Player of the Week several times during his four-year career.
Photo courtesy of the Gristmill

Magic Johnson's retirement from the NBA has stirred up Sim's emotions.

"It was heartbreaking and it was one of those things that you hear but don't believe," he said.

He said that Johnson should become a coach rather than continue as a player because playing would distract other teams.

There is speculation about Sims becoming a professional basketball player but he felt differently.

"I am not seriously considering becoming a professional," he said. "If it came to the point where I could be in the NBA, I would love to play for the Philadelphia 76ers; I grew up loving them."

Sims takes his game seriously since being introduced to the game in sixth grade by his brother and practices the entire year.

"I never did like basketball as a kid," he said. "I was always a football man."

During the summer, heat and all, he practiced two hours in the morning and two more in the afternoon.

"This summer was the first year I started doing weights and they really help build your upper body," he said. "The key to having a good jump is a strong upper body."

When summer rolls around again, Sims will again be practicing...for whatever school he chooses to attend.

"My college practices before the season should hopefully be enough to get me ready," he said.

Sims has consistently been a prolific scorer during his high school career. In many of the games this year, he has scored a majority of the team's points. He has often been labeled a "one man team," to which he disagreed.

"In big games some of the players go cold and I am forced to take more shots," he said. "That is one reason I am in there a lot during big games."

Sims also has several thoughts on the LEL and its attempt to expand in the future.

"I definitely think the LEL should expand," he said. "I would have loved to play schools like Euclid and Warrensville. There are a lot of teams interested in joining this league."

He has also developed an immunity toward the constant pressure of success, an immunity every athlete feels compelled to possess. However, it is always in the back of his mind and is a constant reminder of the role of outside factors in the fate of his success.

"You just have to come out and play your game and not worry about other things," he said.

Sims thanked Coach Bob Wonson for his inspiration and help in making him an all-around strong player.

"He gets the most out of his players and has helped turn me into a winner," he said.

He also thought the competition of the LEL has helped him thoroughly develop his skills.

"I think four years in the LEL has been adequate for preparing me for the rigors of college ball," he said.

RED RAIDER WRAP-UP

VARSITY

MENS BASKETBALL

RECORD: 14–2

LAST GAME: Defeated Normandy 82–68

NEXT GAMES: Feb. 14 (St. Edward @ 6:15 p.m)
Feb. 22 (at Cleve. Hts. @1:00 pm)
Feb. 25 (Mentor @ 6:15 pm)

Senior Malcolm Sims scored 55 points vs. VA/ St. Joseph. He is leading team in average points per game at 27.4

WOMENS BASKTEBALL

RECORD: 1–15

LAST GAME: Lost to Lakewood

NEXT GAME: Feb. 20 (Collinwood @ 6:15 pm)
Feb. 22 (at Solon Tourn. @ 8:00 pm)

WRESTLING

RECORD: 4–3

LAST MATCH: Defeated Normandy 29–27

NEXT MATCHES: Feb. 14 (Warrens. @ 7:00 pm)
Feb. 21 (Cleve. Hts. @ 7:00 pm)
Feb. 22 (LEL Invit. @ 10:00 am)

Senior Peter Nathanson undefeated at 18–0

ICE HOCKEY

RECORD: 10–11–3

LAST GAME: Defeated Brooklyn 5–1

NEXT GAMES: Feb. 10-16 (Baron Cup)
Feb. 17-22 (Sectional Tourn.)

Juniors Ari Chopra and Scott Frerichs scoring leaders

MENS SWIMMING

RECORD: 10–0

LAST MEET: District Tourn. last weekend

NEXT MEET: Feb. 14-15 (State Tourn.)

Seven going to States

WOMENS SWIMMING

RECORD: 9–0–1

LAST MEET: District Tourn. last weekend

NEXT MEET: Feb. 14-15 (State Tourn.)

Four going to States

JUNIOR VARSITY

MENS BASKETBALL

RECORD:

LAST GAME: lost to Normandy

NEXT GAMES: Feb. 14 (St. Edwards)
Feb. 22 (at Cleve. Hts.)
Feb. 25 (Mentor)

WRESTLING

RECORD: none

NEXT MATCH: Feb. 14 (Warrensville)

Beat Shaw 59–0 on Jan. 31

FRESHMAN

MENS BASKETBALL

RECORD: 12–3

LAST GAME: defeated Normandy 59–37

February 13, 1992

FOCUS

A Supplement to The Shakerite

Inside:

NEW LEGISLATION THREATENS FUNDING FOR SCHOOL DISTRICT — PAGE B

CURRICULUM IMPROVEMENTS SCHEDULED FOR NEXT YEAR — PAGE C

PRO/CON: SHOULD WE ADOPT A NATIONAL CURRICULUM? — PAGE D

Crisis in Education: Shaker and the Nation

America 2000 proposal sets educators in search of alternatives to national curriculum

— by Rebecca Davis —
Staff Reporter

If Bush's America 2000 program becomes the educational standard, every school in this country would follow the same curriculum, voluntary national proficiency tests would be given and financially eligible parents would have government funds available to send their children to the private or parochial school of their choice.

Whether or not mainstreaming the curriculum for core subjects, as the plan calls for, will actually improve education is another issue.

"[A national curriculum] takes away, I think, from the knowledge and expertise and the quality of teachers who, as educators, know and think about and make decisions about what kids should be involved in," Jon Bender, English department chair, said.

"What about parents' input and what about students' thoughts?" Bender added. "I don't think you can create schools that function as a puppet."

Terry Pollock, head of the social studies department, said that such standards should be established by local school districts, not the national government.

"I am against a national curriculum because so often a national curriculum creates standardized teaching which makes it very easy for society to indoctrinate the individual," Pollock explained.

"Community standards should be the key to determining educational standards within the local school district," he said.

Teachers, Pollock emphasized, are accountable for what they teach and the extent of their students learning.

"The issue should prompt Shaker teachers to reevaluate both our standards and our levels," he said. "If we do not proceed along those lines, then we're doing both our parents and our students a disservice."

The educational problems of today are largely due to the government's involvement, according to social studies teacher Sal Fabrizio.

"Any time you allow government to get involved to that degree in that sort of thing, the quality goes down," Fabrizio said. Fabrizio outlined his own plan for improving our schools, one that involves much greater teacher autonomy.

"Number one," Fabrizio began, "get rid of school administrators and hire a business manager to run the school as a business. "Number two," he continued, "do not free me from criminal liability, but free me from the threat of negligence and other law suits. Number three, give me parents that have enough trust in me as a professional to do what is right for their kids," Fabrizio said emphatically. "Also, give parents the right to remove their kids from my class if they feel I am not doing right by them."

Seeing the government's role in education as an ambivalent one, social studies teacher Jerry Graham said that he could see the value of national standards.

"There are schools in this country that graduate kids that are barely able to read and write, and that's criminal," Graham said. "Maybe standards and national proficiency tests and a national curriculum might upgrade some of those schools."

However, the uniqueness of every community requires individual curricula, Graham added.

"Kids in Iowa would have different educational concerns than kids in inner city New York," he said.

Whether or not the national government decides what schools teach, Graham said, it should contribute more significantly to their budgets.

"There needs to be a strong financial commitment to improve those schools where we all know the education isn't very good," Graham said. "Money won't solve all the problems, but there are a lot of schools that are very poorly off financially. Education is a great investment," he added. "Some great day in the future we're going to realize that. But at the moment I don't think that we do."

A corollary idea to that of establishing a national curriculum is testing for proficiency in core subjects.

Testing indicates educational weaknesses that exist *within our school, Pollock said, and agrees with administering such tests as a measure of sudents achievment.*

"I think [testing] would make us more competitive and it would increase standards," he said.

Pollock added that this district needs to reexamine its own quality.

"Too often we become complacent and live off of our laurels of the past at Shaker," Pollack said.

In contrast, Fabrizio, who teaches economics, asserted that proficiency tests are predictable indicators of economic status among the students, and they fail to tell the school anything of which it was not already aware.

"I would have told you [before the test results were published] the upper middle class white and black students in Shaker Heights would have passed those tests with flying colors and the lower economic bracket kids, white or black, would fail one or more of the tests," he explained.

Fabrizio added that the school wastes money by administering so many tests.

"They're spending a tremendous amount of money to lift test scores to save their butts," he said. "If you're going go spend money, help kids. Proficiency tests don't help anyone."

Graham said that too much time and money are devoted to proficiency testing when other educational concerns are more pressing, disagreeing with the way the high school prepared for the tests.

"An example of the failure of proficiency tests to accurately measure students' knowledge exists in Shaker," Graham said, "where for two weeks before the test teachers dropped their usual curriculum to review."

Fabrizio added that reports showing American students lagging behind their foreign counterparts in academics fail to consider the realities of other educational systems, which, unlike our system which educates all, remove non-academically oriented students from schools and place them in vocational training.

"If you want to compare American kids, then compare apples with apples and oranges with oranges," he said. "The truth of it is, in the other countries, they don't even make an attempt to educate those kids. We at least make an attempt, for what that's worth."

What is America 2000?

America 2000 is the title for the Bush administration's improvement plan for American schools through curriculum mainstreaming, testing and school choice. The plan includes:

- ✔ creating a national curriculum of core subjects (English, mathematics, science, history and geography) with voluntary nationwide proficiency tests
- ✔ promoting inter-school competition
- ✔ providing parents with a choice between public, private and parochial schools by allocating money for tuition
- ✔ establishing research and development teams to investigate new ideas
- ✔ the establishment of the *New American Schools Development Corporation.* This private, non-profit corporation would support half a dozen research and development teams, each trying to create effective new school programs.

Secretary of Education Lamar Alexander's plan allocates special funding to set up new programs if a community agrees to meet certain objectives.

- ✔ Adopt the National Education goals as their own.
- ✔ Develop a community-wide strategy for researching those goals.
- ✔ Issue "report cards" publicizing their progress.
- ✔ Agree to create and support a New American School.

The federal government plans to provide enough short-term assistance to initially establish at least one America 2000 school per Congressional district. At least 535 of these New American Schools will exist by 1996, aiming for thousands of them by 2000.

The plan involves allocating federal funds to help students go to the school of their choice, regardless of financial barriers.

District seeks financial solutions

— by Jeremy Kahn —
Co-Editor-in-Chief

"A community is known by the schools it keeps," is the motto of the Shaker schools, but with the costs of education continuing to rise nationwide, and school funding being hacked away from all angles, it is becoming increasingly difficult to financially maintain the high level of education Shaker residents have come to expect, according to District Treasurer Daniel Wilson.

The district's funding currently grows less than one third of one percent annually, which makes it impossible for the school to pay its expenses, Wilson says.

Law restricts tax increases

Part of the reason for this lack of fiscal growth is a 1976 state law that limits taxation, according to Wilson.

House Bill 920 was passed to protect property owners from large automatic increases in property taxes due to jumps in the inflation rate. The bill essentially froze the amount of revenue a taxing district could receive in a given year at the amount received in the first year of the latest tax levy.

The bill was successful in relieving the tax burden on property owners, but the result on school districts, which are largely dependent on property taxes for revenue, was crippling, Wilson says. Costs have continued to rise with inflation while the district's income remains frozen.

In 1990-1991, Shaker received 73.5 percent of its income from property taxes, according to the school district's annual report which appeared in the Jan. 1992 *School Review*.

"When 80 percent of your primary income source experiences no growth whatsoever, you a have a real problem," Wilson said.

As a result of House Bill 920, districts like Shaker have been forced to come to the voters annually or semiannually to ask for tax increases.

Wilson says he expects a $9.8 mill operating levy to be placed on the ballot in May. The school board approved this figure in a meeting on Feb. 11.

"We continue to look for a way to ask for the least amount possible to continue the current levels of programming," Wilson said.

Board adopts six-point plan

In 1988, the school board adopted a six point funding proposal stating actions and positions which the Board believes will help eliminate the growing stress on the district's budget.

The first proposal calls for the repeal of House Bill 920 or its amendment to include a provision allowing school boards "to place on the ballot for approval additional operating millage that would be either exempt from House Bill 920 or indexed to some inflation measure to ensure annual growth." Voters would be able to vote down a funding increase by placing a referendum on the ballot, but the board would not have to ask for additional millage on a regular basis.

"Indexing a millage to inflation is better than the current system, but it is probably still not enough. [House Bill] 920 needs to be repealed," Wilson said.

The second proposal calls for "a legislatively enacted local income tax," to be used for generating additional income. The tax would be in the form of surcharge added to state tax returns at the end of the year and refunded immediately to the local district from the state.

Believing in "the importance of research and development activities," in education as teachers continue to explore new techniques and technologies, proposal three recommends special state grants to encourage and reward school districts that work to develop exceptional new programs.

Based on the assumption that "it is common throughout the 88 counties in Ohio to have property undervalued by 20 to 25 percent," the fourth proposal calls for an accurate reassessment of real estate value to prevent a "significant loss of tax revenue." However, in January 1992, Shaker experienced a decrease of 1.2 percent in collection amounts from those estimated in May 1991, primarily because of adjustments by the county Board of Revision on properties which were "erroneously overvalued during the 1991 three-year update process," according to an official fiscal report of Shaker Heights Board of Education.

The fifth proposal deals with strengthening the laws dealing with delinquent tax payers in order to provide "a significant one time boost in income."

"There are over $1 million in unpaid property taxes in Shaker Heights," Wilson said. "And what happens to these people? There name appears in the paper once, but there is no follow-up except the mandatory 10 percent fee for filing late."

Tax collection may become more difficult if the economy does not show improvement over the next year, Wilson says.

The final position in the six point plan calls for raising the inside millage from 10 to 20 mills, with seven of the new mills going to the schools and the remaining three to be distributed elsewhere.

"The 10 mill figure was set in during the Depression, making it at least 60 years old. Times have certainly changed and this figure should definitely be readjusted," Wilson said.

The only progress made so far in making these proposals a reality has been an improved awareness of the issues by our local state representatives, according to Wilson.

"I think our local representatives generally understand and agree with our positions," he said, although he added that legislation along these lines has yet to be enacted.

WHERE'S ALL THE MONEY? District Treasurer Daniel Wilson looks for new sources of income for the Shaker schools. *Photo by Jason Hamilton*

Funding cuts hurt district

This year's state-wide cuts in education are putting an additional burden on the district, as it will lose almost $160 thousand in state support, according to the Updated 1992-1993 Budget Estimate and Fiscal Projections 1993-1994 through 1995-1996. Such funding accounted for 12.3 percent of Shaker's income in 1990-1991, according to the 1990-1991 Annual Report.

"State funding is the second largest source of our funding. Normally, we receive a slight funding increase. This year we had our funding cut," Wilson said.

State cuts in district funding may double for the new budget year according to the district's updated budget estimate.

Redistribution to drain funds

The state legislature's effort to equify education funding is threatening to further curtail Shaker's income and may already be having an affect on the district, according to Wilson.

Equity in funding means a redistribution of wealth among districts in order to give poorer districts an equal opportunity to have quality educational programs.

The Ohio Supreme Court currently has several cases pending that deal with equity and adequacy of school funding.

However, the legislature is moving to address these issues prior to the court's decisions, Wilson says.

"The feeling is that if [the legislators] can take action before the Supreme Court acts, they will appear to be responsible representatives," Wilson said.

Among the bills currently being proposed by the state is Senate Bill 170, which would adjust the source from which Shaker now receives most of its state funding.

Wilson said current state efforts to improve school financing aim to redistribute wealth.

"This take from the rich to give to the poor policy could cost us $2 million," Wilson said.

The district estimates this would be a loss of 44 percent from current levels.

Senate Bill 170 would also create county-wide pools of tax dollars. The bill includes provisions that would redistribute half of commercial property and public utilities taxes on a per student basis county-wide.

"The State Department of Education estimates that these two measures combined would cut an additional $465,780 from our operating budget," Wilson said.

Wilson says a pooling of funds will make tax collection more difficult and levies harder to pass, as residents refuse to pay more money knowing that some is sent out of the local district.

New methods explored

In order to cope with this mounting pressure, Shaker is exploring new methods of financing and revenue collection.

The district has been working to discover businesses located on the fringe of the city that have not been paying property taxes to the district and to reassess commercial property in general, Wilson says. He also stated that similar efforts are made to discover those students who live outside of the district and are attending the Shaker schools illegally.

The district uses a professional collection agency to insure that tuition is collected from these students and that commercial property is taxed correctly.

"We are confident in our ability to find these students and in our ability to find new commercial revenue sources," Wilson said. "This creates revenue of about $20 to $30 thousand annually."

Also being explored are methods for private citizens to voluntarily contribute funds to the schools and become involved with education through benefits and fundraisers in addtion to PTA activities.

Pulling it together: District fights funding problems

Spelling it out

- → **House Bill 920:** a bill passed by the state legislature in 1976; effectively freezes local tax collections at current levels
  Example: although the district's costs increase with inflation, it is prohibited from receiving any more money than it did in the first year of the last levy; therefore, it must ask taxpayers for levies annually or semiannually
- → **mill:** a unit used for calculating taxes equivalent to one tenth of one cent
  Example: a house valued at $100 thousand which is taxed at 10 mills pays one cent for every dollar of its value, thereby paying $1000 in property tax
- → **millage:** a tax levy
- → **Senate Bill 170:** proposed legislation which would adjust state funding and pool tax dollars for redistribution on a per pupil countywide or statewide basis

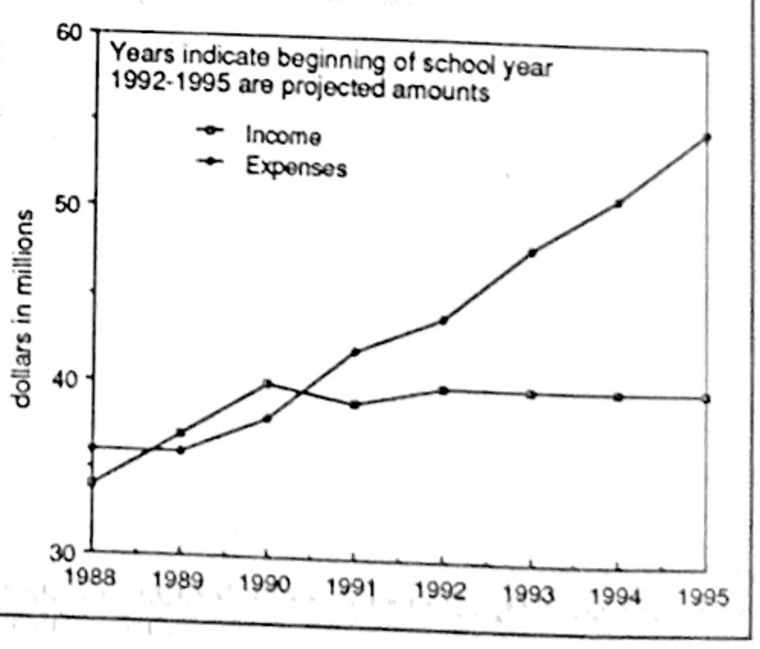
Heading for the red

By the 1995-96 fiscal year Shaker will be operating with approximately a $14 million deficit, according to the district's updated budget estimate and fiscal projections.

Costs continue to climb as a result of inflation and federal and state insurance and retirement mandates. Income collection continues to be limited by House Bill 920 and changes in state funding programs, creating the situation depicted at right. Shaker is budgeted to operate with a deficit beginning with the current budget year.

This dilemma may worsen if Senate Bill 170 or similar tax or funding redistribution measures are passed by the state. Other economic factors may have a further negative impact on the district as it struggles to find new sources of income and continue current levels of programming.

Source: Shaker Heights Board of Education updated budget estimate and fiscal projection



Privatization offers possible solution

— by Rebecca Davis —
Staff Reporter

For those unsatisfied by public education, private and parochial schools are an attractive alternative. America 2000 has a clause allocating federal funds to make those schools accessible to lower income families.

The need to create competition for public schools was a main objective of the program, and social studies teacher Terry Pollock agrees with its philosophy.

"If [private schools] can prove they're turning out a better educated kid, terrific," he said. "We're competing to hold kids in this community. And if we can do a better job, let's do it."

Social studies teacher Sal Fabrizio, who sent his daughter to private school, says that private schools should be available, but disagrees with any government assistance for parents sending their children there.

"I don't believe that we should subsidize these schools with public funds," Fabrizio explained. "I believe in people's right to make choices, but I don't think the cost of those choices should fall on anybody else."

Privatization worsens already serious segregation between economic classes, and it is not a positive way to improve education, according to social studies teacher Jerry Graham.

"Well-off parents will be able to seek a school system that fits their educational model," Graham said. "We'll still have the same problems.

"Too often [privatization] results in less affluent people getting hammered," he continued. "Should rich people get better educations in this country than poor people?"

America 2000 may not be the answer to this country's educational woes, and it is unlikely that any one plan will guide the entire nation. Perhaps part of the problem originates in the disagreement among our educators themselves about what problem we are trying to solve.

School privatization: A summary of the arguments

→ ***The government should get out of the education business.***

"I'm a Jeffersonian Republican, and in the words of Jefferson, we need a revolution every 20 years to throw the rascals out. I don't see government as the solver of problems; I see government as the problem."

—Sal Fabrizio, social studies teacher

→ ***The government should get its act together about the educational system.***

"Einstein said that politics is more complicated than physics, and I think he's right, and this is a political question."

—Jerry Graham, social studies teacher

→ ***Students and teachers need to raise their educational standards and expectations.***

"I believe that the student of today clearly lacks the skills and expertise of students of a different era. Unless kids can develop a sense of urgency regarding both their present and future, then they too often sink to the lowest common denominator, which means doing as little as possible."

—Terry Pollack, social studies teacher

Fundraiser draws direct community support of schools

A group of parents and citizens, the Friends of the Shaker Schools Foundation, has organized an unprecedented benefit for a public school district. "A Night for the Red and White" is a dinner dance and auction to be held at the Omni Hotel (formerly the Cleveland Clinic Center Hotel) on Feb. 22.

The goal of the benefit is to raise more funds to purchase educational technology.

According to Freda Levenson and K.J. Montgomery, co-chairs of the benefit, initial response to the benefit was great enough that it was moved from the Shaker Towne Centre Heinen's.

Proceeds from this event are designated to purchase equipment throughout the district. Computer equipment and softwareand VCRs and video disc players are among the items to be purchased.

Even with the district's large budget and the substantial grants it receives from outside sources, Shaker teachers still need items that are too heavy of a burden on the district.

This benefit will make the purchase of some of the most sought-after educational equipment possible.

All Shaker parents were invited to the event. Tickets ranged from $40 to $250 depending on the level of support which parents offered. The sale of between 425 and 500 tickets has raised more than $43 thousand as of press date, according to Levenson.

"There is a lot of love for the schools in Shaker," Levenson said. "The point [of this] is not the party, it's just a catalyst for fundraising."

■ Some items to be acquired

✔ VIDEO DISC PLAYER	($900–$1200)
✔ VIDEO DISCS	($35–$3000)
✔ MACINTOSH COMPUTER SYSTEM	($4000–$8000)
✔ MACINTOSH COMPUTER LAB	($50,000–$80,000)
✔ LASER PRINTER	($600–$1500)
✔ COLOR LASER PRINTER	($1500–$7000)
✔ CD-ROM DRIVE	($500–$600)
✔ CD-ROM DISCS	($30–$3000)
✔ COMPUTER SOFTWARE	($25–$1000)
✔ LCD DATA DISPLAY	($1500–$6000)

■ Some goals of the benefit

- ✔ Individualize instruction at all levels and increase the appeal of the material
- ✔ Stimulate students' imagination
- ✔ Enhance students' research capacity, enabling them to access and synthesize growing amounts of information
- ✔ Motivate students to write and publish more books.

Source: district press release

Curriculum plan emphasizes slow change

— by Blane Sims —
Managing Editor

As many schools nationwide discuss radical reforms, Shaker's administration says it prefers to take a more cautious approach to revising the curriculum.

Curriculum development comes through small, incremental changes, according to William Newby, chair of curriculum and instruction.

"The curriculum should be changed slowly at the departmental level," Newby said. "We only want to make changes that are suitable."

> ***"[We at Shaker] want to maintain what is appropriate...We only want to make changes that are suitable."***
>
> ***—William Newby***

One of these changes, according to Newby, is the math department's new curriculum, which stresses concepts rather than fact memorization.

"The math curriculum has been modified significantly in response to new math standards. It's possible that similar reconceptualiztions will be taking place in many different areas," he said.

However, according to Newby, there are many changes taking place that are almost unnoticable.

"A very small step, but nontheless a step forward, was [the requirement that] all semester exams contain some significant writing," Newby said. "Through this we are encouraging writing and high-order thinking."

The elimination of sewing and vocational courses from Shaker's in-building course offerings is another change in the overall curriculum, according to Newby.

"We want the focus [of the curriculum] to be on applied arts rather than techical instruction," he said.

Another minor change in the school's course of study is the redefinition of the course credit given for cocurricular activities.

"It appeared that activities were being treated differently without any logic," Newby said. "We've now established guidelines to separate an extracurricular activity from a cocurricular activity."

Those new guidelines include that a cocurricular activity must have a direct link to a previous course and that a cocurricular activity will recieve course credit only if students are involved in more than 30 hours of activity.

Newby says governmental mandates may play an increased role in Shaker's courses in the future.

"The trend [in government] is toward a higher degree of accountability," Newby said. "Politicians seem to think that mandating accountability will make things better."

Newby cited a new language arts "competency based" curriculum model from the state department of education as an example of the government's increased role in determing what is taught.

"Requirements such as this will cause districts state wide to reconsider how to embrace state dictates," he said. "[We at Shaker] want to maintain what is appropriate."

State, district at odds over proposed fund pooling

— by Jeremy Kahn —
Co-Editor-in-Chief

District officials are concerned by what they see as a trend in state educational policy to move toward a redistribution of wealth across the state in order to provide more equity in educational funding between districts, according to District treasurer Daniel Wilson and statements printed several school board publications.

Senate Bill 170 and other pieces of proposed legislation have provisions to create countywide tax pools, in which as much as half of non-residential property taxes and utility taxes are redistributed on a per pupil basis in such a manner that needy districts receive the most, while the wealthier districts receive the least.

Wilson says he believes that the current educational funding reform efforts reflect a lowest common denominator attitude. He also says that tax collection will be more difficult and levies harder to pass when residents know that some of their tax dollars are being sent out of the district.

"They should be working to bring the bottom up to the top, not trying to reduce the top level to some middle ground," Wilson said.

Others, however, believe that the money simply does not exist to improve education without some sort of redistribution of wealth.

"The problem is that we are dealing with all sorts of other problems in this state. In addition to education there is health care, crime, and improvements to the infrastructure. All these things take money, and I simply don't believe that there is enough money there to accomplish all of these objectives," Assistant State Superintendent John Goff said.

Goff stated, however, that he was not certain that there was any evidence to show that a simple redistribution of wealth would create any significant improvement in education. He also felt that Ohio should look at examples being tried across the nation for potential solutions to this crisis.

Minimum standards needed

— by Jeff Epstein —
Staff Reporter

Throughout our lives we set goals and standards for ourselves based on our experiences and our needs. When we set goals for ourselves, we tend to achieve higher. The push for federal educational standards is very much the same principle.

At present, when the educational system has come under fire from much of the public for not preparing students to compete in the world, something needs to be done.

The National Council on Education Standards and Testing is a government committee on improving education and creating national standards for education. This committee is made up of professional educators who know better than anyone else the educational needs of the country.

The Council recently established some national goals for American public education by the year 2000 which represent a series of logical steps for improving education. The first goal, perhaps the most important, is that students enter kindergarten prepared to learn. Project Headstart, a government program designed to prepare children for kindergarten, is meeting success in its early days. If Headstart achieves its purpose and this goal is met, the American educational system would be greatly improved in comparison with the rest of the world.

The National Council, along with the National Assessment of Educational Progress, have begun plans to institute minimum standards for students and a way to appraise the attainment of these standards. With a standardized set of curriculum goals, schools throughout the country can better adapt to the changing needs of education.

The minimum standards that the government is working to achieve are a minimum core foundation for school curricula which can and should be built upon by the schools. The real benefit of having such a program is that it would at least insure the literacy of a greater number of Americans. Until even such basic standards are met, there can be no further improvement in education.

One major move that has already been made to standardize curricula is through the National Council of Teachers of Mathematics (NCTM). The NCTM has established a strict outline of what concepts kids should be learning at what ages from grade school through the high school level, and what approaches should be used to teach these concepts. This pioneer program has met with success as math teachers around the country are becoming familiar with the standards and adopting them. The main benefit of this program is that all students obtain a minimum level of math skills. Such a program would be beneficial to other subjects as well.

Another program getting underway is being implemented within Ohio. The state legislature is considering requiring a minimum number of community service hours for all students in order to graduate. This would provide students with hands-on experience and would aid moral developement.

Education is in trouble. However, a difficulty arises when we try to pinpoint the problem. Time and time again people seem to say that their local schools are doing well even though nationally schools are doing poorly. There is a problem everywhere and no school is perfect.

We must let the government try to establish a basis for what needs to be learned in school. Once all the schools in the country reach that minimum standard, education can build from there.

Only when high national standards are in place can the government insure that all students learn the skills they need to compete in today's world economy. Setting national educational standards and providing some form of national curriculum, would not only provide stability in education, but would allow for future reform and an educational system that provides more equality for both rich and poor students.

Danielle McCray
Sophomore

"If we all learn the same things, it is our individual performance, not our school, that gets us into college."

George Goins
Senior

"Teachers should teach as much as they can. There should be no limitations placed on them."

National Curriculum

The Bush administration has proposed instituting a generalized curriculum of core subjects required for every public school

Plan fails to address problems

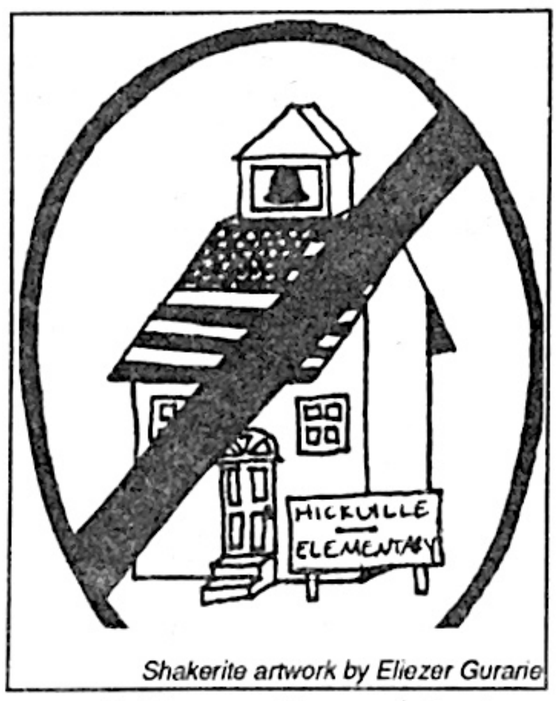
— by Kathryn Schulz —
Staff Reporter

It is no great secret that the United States is facing a huge educational crisis. You can read about it in the papers, hear about it in speeches and, worse, you can witness it in almost any city in the country. However, a national curriculum is not the answer to the crisis.

The flaw in the idea of a national curriculum is that the solution does not match the problem. The problem is that America's children are not being educated. This is due to factors ranging from drug abuse to violence to low teacher pay. A national curriculum does not address any of these or other issues at the source of the problem, and would in fact be highly detrimental to the educational system.

First of all, the implementation of a national curriculum would, like any other national program, require a staggering quantity of regulatory agencies to ensure that schools adhere to the curriculum. The tremendous cost of these agencies would be far better spent going directly to low-income area schools which need a broader support base. Furthermore, the bureaucratic tangle that would certainly emerge would be a hindrance to even the most enthusiastic and able administrators and teachers. As it is, schools, especially those in low-income areas where teachers' salaries are lower than normal and where there is a poor working environment, are unable to attract qualified and effective teachers. With the threat of national scrutiny and requirements, good teachers would be even harder to find.

Some of the greatest moments in education occur when students and teachers go off



Shakerite artwork by Eliezer Gurarie

on so-called "tangents" that can, in fact, be as much of a learning experience as any textbook has to offer. With the federal government breathing down teachers' necks, pressuring them to accomplish certain goals in x-amount of time, these moments of true interaction would be limited.

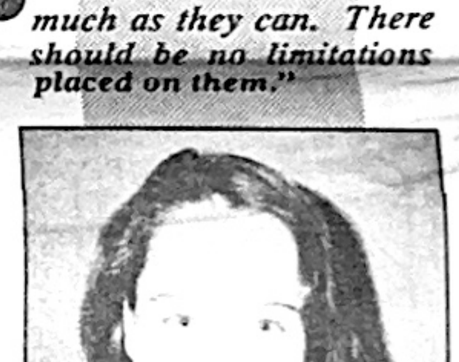
In order to successfully educate our children, we must interest them in learning, and the best way to do this is to allow teachers and schools, within current reasonable limits, to teach as they see fit in their own classrooms. Strictly defining what, and, thus, how our teachers teach is tantamount to restricting the freedom of speech. What is to prevent the federal government from forcing U.S. history teachers to teach out of a textbook that does not mention Watergate or Japanese internment camps?

One danger of the national curriculum is that it might cause many parents to send their kids to private schools. They might feel, correctly, that to go to a school following a national curriculum would reduce the areas in which they would be educated, the innovation and interest in the classroom and the quality of the teachers. This flight to private schools would widen the gap between education of the rich and the poor because private school costs are high. Thus, a national curriculum would be acting against its intended effect of equalizing education.

The goal of the government is to try to establish equal and excellent education for all American children. Instead of a national curriculum, it could ensure equal funding for all schools by equally distributing the money brought in by each district. This might not appeal to the wealthy Shaker Heights kid who is happy having a $40,000 a year teacher show him how to use a $2000 computer, but it would probably sound great to the inner-city Cleveland student who is just as deserving of an education.

If the government were to equalize funding, they would at least be addressing some of the real problems that have caused the current educational crisis: the dramatic gap between poverty and wealth and the resulting educational gap. Another solution would be an increase in teacher pay. Teachers have an equal importance in society as doctors, because they are largely responsible for the nation's future, and they ought to receive equal pay. This would bring more qualified, motivated people into the profession.

Implementing a national curriculum would stifle creativity and individuality and stagnate the schools. We cannot continue to pay lip service to education and cowtow to politics while our children and our future slip through the cracks in the education system. Installing a national curriculum would do just that.



Jessica Powell
Junior

"The national curriculum would make the schools more equal because they would all be teaching the same things."

Jane Ulrich
Latin teacher

"I think the state is already trying to enforce minimum standards. A national standard would just be duplicating measures already being taken."

Shakerite photos by Marshall Levin and courtesy of the Gristmill